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ABSTRACT

Copies of various forms and resources of educational information centers represented at the National Conference of Educational Information Centers, Downingtown, Pennsylvania, 19-21 September 1972, are compiled in this volume. Materials are grouped under the following headings: center resources, reports, field agent information, job descriptions, request record keeping, internal records, request forms, information flow, evaluation, organizational charts, and agreement of services. The centers represented are: Iowa Network for Obtaining Resource Materials for School, Kansas Project Communicate, Merrimack (Mass.) Educational Center, New York Educational Programs and Studies Information Service, North Carolina Research and Information Centers, North Dakota Research and Information Centers, Northern Colorado Educational Board of Cooperative Services, Pennsylvania Research and Information Services for Education, Rhode Island Information Center Component, San Mateo Educational Resources Center, South Carolina Research Information Unit, Texas Information Service, and Utal Technical Assistance Information Center. (SJ)

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ED 076222

CENTER SOURCES

A COLLECTION OF MATERIALS CURRENTLY IN USE

BY

EDUCATIONAL INFORMATION CENTERS

NATIONAL CONFERENCE

OF

EDUCATIONAL INFORMATION CENTERS

DOWNINGTOWN INN

DOWNINGTOWN, PENNSYLVANIA

SEPTEMBER 19 – 21, 1972

CONFERENCE SPONSORED BY

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406 / 215-265-6056

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A COLLECTION OF MATERIALS CURRENTLY IN USE BY EDUCATIONAL INFORMATION CENTERS

Compiled By

Research and Information Services for Education

Richard R. Brickley
Project Director

R.I.S.E. under OEG-0-71-3879 held the Downingtown Conference to bring together for the first time the educational information centers across the United States. The purpose of the conference was the sharing of knowledge and experience gained at existing centers with new emerging centers.

Each center was asked to submit forms and papers illustrating the working tools of their center. This compendium contains examples of these tools. It should be noted the young, emerging centers had less to submit at this point than the older, more experienced centers.

To determine source coding for the centers, see page 1.

"The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred."

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INFORMATION CENTERS

Coding	Center Name
INFORMS	Iowa Iowa Network for Obtaining Resource Materials for Schools
KANSAS P C	Kansas Project Communicate
MEC	Merrimack (Mass.) Educational Center
NY EPSIS	New York Educational Programs and Studies Information Service
NC RIC	North Carolina Research and Information Center
ND RIC	North Dakota Research and Information Centers
NC BOCES	Northern Colorado BOCES Information Retrieval Center
RISE	Pennsylvania Research and Information Services for Education
RI ICC	Rhode Island Information Center Component
SMERC	San Mateo Educational Resources Center
SC RIU	South Carolina Research Information Unit
TIS	Texas Education Agency Texas Information Service
UTAH TAIS	Utah Technical Assistance Information Center

CENTER RESOURCES

ERC

EDUCATION
RESOURCES
CENTER

SMERC

San Mateo County
Office Of Education

FALL 1972

PERIODICAL SUBSCRIPTIONS

____ AAUP BULLETIN
____ ACT RESEARCH REPORTS
____ AV COMMUNICATION REVIEW
____ AV GUIDE
____ ACADEMIC THERAPY QUARTERLY
____ ADMINISTRATOR'S NOTEBOOK
____ ADOLESCENCE
____ ADULT EDUCATION JOURNAL
____ ADULT EDUCATION/BRITISH/
____ ADULT JEWISH EDUCATION *
____ ADULT LEADERSHIP
____ AGRICULTURAL EDUCATION MAGAZINE
____ AMERICAN ANNALS OF THE DEAF
____ AAHPER RESEARCH QUARTERLY
____ AMERICAN BAR ASSOCIATION JOURNAL
____ AMERICAN BEHAVIORAL SCIENTIST
____ AMERICAN BIOLOGY TEACHER
____ AMERICAN BOOK PUBLISHING RECORD
____ AMERICAN COUNTY
____ AMERICAN EDUCATION
____ AMERICAN EDUCATIONAL RESEARCH JOURNAL
____ AMERICAN JOURNAL OF BUILDING DESIGN
____ AMERICAN JOURNAL OF MENTAL DEFICIENCY
____ AMERICAN JOURNAL OF ORTHOPSYCHIATRY
____ AMERICAN JOURNAL OF PSYCHOLOGY
____ AMERICAN JOURNAL OF SOCIOLOGY
____ AMERICAN LIBRARIES
____ AMERICAN SCHOOL AND UNIVERSITY
____ AMERICAN SCHOOL BOARD JOURNAL
____ AMERICAN TEACHER
____ AMERICAN VOCATIONAL JOURNAL
____ ARCHITECTURAL DESIGN
____ ARCHITECTURAL FORUM
____ ARCHITECTURAL RECORD
____ ARITHMETIC TEACHER
____ ART EDUCATION JOURNAL
____ ARTS AND ACTIVITY
____ ARTS IN SOCIETY
____ ATHLETIC JOURNAL
____ ATLANTIC MONTHLY
____ AUDIOVISUAL INSTRUCTION
____ THE BALANCE SHEET

*New or on order as of September 1972

____ BEHAVIOR TODAY

____ BEHAVIORAL SCIENCE

____ BIOSCIENCE

____ BLACK WORLD

____ BOOKLIST

____ BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY

____ BRITISH JOURNAL OF EDUCATIONAL STUDIES

____ BRITISH JOURNAL OF PSYCHOLOGY

____ BUILDING DESIGN *

____ BUILDING DESIGN AND CONSTRUCTION

____ BULLETIN OF THE CALIFORNIA MATHEMATICS COUNCIL

____ BUSINESS EDUCATION FORUM

____ C.A.R.E. DOCUMENTS

____ CTA ACTION

____ CTA RESEARCH BULLETIN

____ CPGA NEWS JOURNAL

____ CALIFORNIA ENGLISH JOURNAL

____ CALIFORNIA GUIDANCE NEWSLETTER

____ CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH

____ CALIFORNIA MANAGEMENT REVIEW

____ CALIFORNIA MENTAL HEALTH RESEARCH DIGEST

____ CALIFORNIA SCHOOL BOARDS

____ CALIFORNIA SCHOOL LIBRARIES

____ CALIFORNIA SCHOOL PSYCHOLOGY

____ CALIFORNIA STATE COUNCIL FOR EXCEPTIONAL CHILDREN JOURNAL *

____ CALIFORNIA'S HEALTH

____ CANADIAN TRAINING METHODS

____ CATHOLIC INSTITUTIONAL MANAGEMENT

____ CENTER MAGAZINE

____ CENTRAL IDEAS *

____ CHANGE *

____ CHANGING EDUCATION*

____ CHILD DEVELOPMENT

____ CHILD WELFARE

____ CHILDHOOD EDUCATION

____ CHILDREN TODAY

____ CHOICE

____ CIVIL RIGHTS DIGEST *

____ CLASSICAL JOURNAL

____ CLEARING HOUSE

____ COLLEGE AND RESEARCH LIBRARIES

____ COLLEGE AND UNIVERSITY

____ COLLEGE AND UNIVERSITY BUSINESS

____ COLLEGE BOARD REVIEW

____ COLLEGE COMPOSITION AND COMMUNICATION

____ COLLEGE ENGLISH

____ COLLEGE MANAGEMENT

____ COMMUNITY MENTAL HEALTH JOURNAL

____ COMPACT

____ COMPARATIVE EDUCATION

____ COMPARATIVE EDUCATION REVIEW

____ CONTACT

____ CONTEMPORARY EDUCATION

____ CONTEMPORARY PSYCHOLOGY

_____ CONTINUING EDUCATION
_____ CONTINUING EDUCATION OF ADULTS
_____ CONVERGENCE
_____ COUNCIL FOR BASIC EDUCATION
_____ COUNSELING AND VALUES
_____ COUNSELING PSYCHOLOGIST
_____ COUNSELOR EDUCATION AND SUPERVISION
_____ THE CRISES
_____ CRY CALIFORNIA
_____ CURRENT INDEX TO JOURNALS IN EDUCATION (reference only)
_____ DAEDALUS
_____ DATA PROCESSING FOR EDUCATION
_____ DELTA KAPPA GAMMA BULLETIN
_____ DELTA PI EPSILON JOURNAL
_____ DEVELOPMENTAL PSYCHOLOGY
_____ DISSERTATION ABSTRACTS (Reference only)
_____ EARLY CHILDHOOD EDUCATION
_____ EBONY
_____ EBTA JOURNAL
_____ EDUCATION
_____ EDUCATION AND TRAINING OF THE MENTALLY RETARDED
_____ EDUCATION AND URBAN SOCIETY
_____ EDUCATION DIGEST
_____ EDUCATION IN CANADA
_____ EDUCATION IN CHEMISTRY
_____ EDUCATION INDEX (Reference only)
_____ EDUCATION OF THE VISUALLY HANDICAPPED
_____ EDUCATION RECAPS
_____ EDUCATION SELECTIONS FROM ERIC AND NTS
_____ EDUCATION SUMMARY
_____ EDUCATION U.S.A.
_____ EDUCATION U.S.A. SPECIAL REPORTS
_____ EDUCATIONAL ADMINISTRATION
_____ EDUCATIONAL AND INDUSTRIAL TELEVISION
_____ EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT
_____ EDUCATIONAL BROADCASTING
_____ EDUCATIONAL BROADCASTING INTERNATIONAL *
_____ EDUCATIONAL BROADCASTING REVIEW
_____ EDUCATIONAL FORUM
_____ EDUCATIONAL HORIZONS
_____ EDUCATIONAL LEADERSHIP
_____ EDUCATIONAL MEDIA
_____ EDUCATIONAL MEDIA INTERNATIONAL
_____ EDUCATIONAL PHILOSOPHY AND THEORY
_____ EDUCATIONAL PRODUCT REPORT
_____ EDUCATIONAL RECORD
_____ EDUCATIONAL RESEARCH (BRITISH)
_____ EDUCATIONAL RESEARCHER
_____ EDUCATIONAL SCREEN AND AUDIOVISUAL GUIDE
_____ EDUCATIONAL STUDIES IN MATHEMATICS
_____ EDUCATIONAL TECHNOLOGY
_____ EDUCATIONAL AND INDUSTRIAL TELEVISION
_____ EDUCATIONAL THEATRE JOURNAL
_____ EDUCATIONAL THEORY
_____ EL GRITO

____ ELEMENTARY ENGLISH

____ ELEMENTARY SCHOOL GUIDANCE AND COUNSELING

____ ELEMENTARY SCHOOL JOURNAL

____ ENGLISH IN EDUCATION *

____ ENGLISH JOURNAL

____ ENGLISH LANGUAGE TEACHING

____ ENVIRONMENT

____ ETC.

____ EVERYDAY ART

____ EXCEPTIONAL CHILDREN

____ EXCHANGE *

____ EXTENSION SERVICE REVIEW

____ FAMILY COORDINATOR

____ FAMILY HEALTH BULLETIN

____ FEDERAL AID PLANNER

____ FILM NEWS

____ FORECAST FOR HOME ECONOMICS

____ FOREIGN LANGUAGE ANNALS

____ FORTHCOMING BOOKS

____ FORWARD TRENDS

____ FOUNDATION NEWS

____ FREEDOMWAYS

____ FRENCH REVIEW

____ GEOTIMES

____ GERMAN QUARTERLY

____ GIFTED CHILD QUARTERLY

____ GRADE TEACHER

____ GRADUATE JOURNAL

____ GRASSROOTS INFORMATIONAL SERVICE

____ HARVARD EDUCATIONAL REVIEW

____ HEARING AND SPEECH NEWS

____ HIGH SCHOOL JOURNAL

____ HISPANIA

____ HISTORY OF EDUCATION QUARTERLY

____ HUMAN DEVELOPMENT

____ IAR RESEARCH BULLETIN

____ IPI NEWSLETTER

____ IMPACT OF SCIENCE ON SOCIETY

____ IMPROVING COLLEGE AND UNIVERSITY TEACHING

____ INDEPENDENT SCHOOL BULLETIN

____ INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

____ INEQUALITY IN EDUCATION *

____ INSTRUCTOR

____ INTEGRATED EDUCATION

____ INTERCHANGE

____ INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE

____ INTERNATIONAL JOURNAL OF EARLY CHILDHOOD

____ INTERNAIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING

____ INTERNATIONAL REVIEW OF EDUCATION

____ INTERRACIAL BOOKS FOR CHILDREN *

____ JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION

____ JOURNAL OF ABNORMAL PSYCHOLOGY

____ JOURNAL OF AESTHETIC EDUCATION

____ JOURNAL OF AMERICAN INDIAN EDUCATION

____ JOURNAL OF APPLIED BEHAVIORAL SCIENCE

____ JOURNAL OF APPLIED PSYCHOLOGY

____ JOURNAL OF BUSINESS EDUCATION

____ JOURNAL OF CHEMICAL EDUCATION

____ JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY AND ALLIED DISCIPLINES

____ JOURNAL OF CLINICAL PSYCHOLOGY

____ JOURNAL OF COLLEGE PLACEMENT

____ JOURNAL OF COLLEGE STUDENT PERSONNEL

____ JOURNAL OF COMMUNICATION *

____ JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY

____ JOURNAL OF COUNSELING PSYCHOLOGY

____ JOURNAL OF CREATIVE BEHAVIOR

____ JOURNAL OF CURRICULUM STUDIES

____ JOURNAL OF DRUG EDUCATION

____ JOURNAL OF DRUG ISSUES

____ JOURNAL OF ECONOMIC EDUCATION

____ JOURNAL OF EDUCATIONAL ADMINISTRATION

____ JOURNAL OF EDUCATIONAL DATA PROCESSING

____ JOURNAL OF EDUCATIONAL MEASUREMENT

____ JOURNAL OF EDUCATIONAL PSYCHOLOGY

____ JOURNAL OF EDUCATIONAL RESEARCH

____ JOURNAL OF EMPLOYMENT COUNSELING *

____ JOURNAL OF ENGLISH TEACHING TECHNIQUES

____ JOURNAL OF ENVIRONMENTAL EDUCATION

____ JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY

____ JOURNAL OF EXPERIMENTAL EDUCATION

____ JOURNAL OF EXPERIMENTAL PSYCHOLOGY

____ JOURNAL OF EXPERIMENTAL RESEARCH IN PERSONALITY

____ JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY

____ JOURNAL OF GENERAL EDUCATION

____ JOURNAL OF GEOGRAPHY

____ JOURNAL OF HEALTH-PHYSICAL EDUCATION-RECREATION

____ JOURNAL OF HIGHER EDUCATION

____ JOURNAL OF HOME ECONOMICS

____ JOURNAL OF HUMAN RESOURCES

____ JOURNAL OF HUMANISTIC PSYCHOLOGY

____ JOURNAL OF LEARNING DISABILITIES

____ JOURNAL OF MARRIAGE AND THE FAMILY

____ JOURNAL OF MEDIA AND TECHNOLOGY

____ JOURNAL OF MEXICAN-AMERICAN STUDIES *

____ JOURNAL OF NEGRO EDUCATION

____ JOURNAL OF OUTDOOR EDUCATION

____ JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY

____ JOURNAL OF PSYCHEDELIC DRUGS

____ JOURANL OF PSYCHOLOGY

____ JOURNAL OF READING

____ JOURNAL OF READING BEHAVIOR

____ JOURNAL OF REHABILITATION OF THE DEAF

____ JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION

____ JOURNAL OF RESEARCH IN MUSIC EDUCATION

____ JOURNAL OF RESEARCH IN SCIENCE TEACHING

____ JOURNAL OF SCHOOL HEALTH

____ JOURNAL OF SCHOOL PSYCHOLOGY

_____ JOURNAL OF SEX RESEARCH

✓ JOURNAL OF SOCIAL ISSUES

_____ JOURNAL OF SOCIAL PSYCHOLOGY

_____ JOURNAL OF SPECIAL EDUCATION

_____ JOURNAL OF SPEECH AND HEARING DISORDERS

_____ JOURNAL OF SPEECH AND HEARING RESEARCH

_____ JOURNAL OF TEACHER EDUCATION

_____ JOURNAL OF THE AMERICAN INSTITUTE OF PLANNERS

_____ JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATIONAL SCIENCE (ASIS)

_____ JOURNAL OF THE NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS

_____ JOURNAL OF THE NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS

_____ JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR

_____ JUNIOR COLLEGE JOURNAL

_____ K - EIGHT

_____ KAPPA DELTA PI RECORD

_____ KNOW - HOW *

_____ LANGUAGE AND SPEECH

_____ LANGUAGE LEARNING

_____ LIBERAL EDUCATION

_____ LIBRARY JOURNAL

_____ LIBRARY LITERATURE (Reference only)

_____ LINGUISTIC REPORTER

_____ MAN/SOCIETY/TECHNOLOGY

✓ MANPOWER

_____ MATHEMATICS TEACHER

_____ MATHEMATICS TEACHING

_____ MEASUREMENT AND EVALUATION IN GUIDANCE

_____ MEDIA AND METHODS

_____ MENTAL HYGIENE

_____ MENTAL RETARDATION

_____ MERRIL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT

_____ MICROFORM REVIEW *

_____ MINNESOTA READING QUARTERLY

_____ MODERN LANGUAGE JOURNAL

_____ MODERN LANGUAGES

_____ MODERN SCHOOLS

_____ MOMENTUM

_____ MONEYSWORTH

_____ MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT *

_____ MONTHLY CATALOG OF U.S. GOVERNMENT PUBLICATIONS (Reference only)

_____ MOVEMENT EDUCATION

_____ MUSIC EDUCATOR'S JOURNAL

_____ MUSIC JOURNAL

_____ NASPA JOURNAL

_____ NASSP BULLETIN

_____ NASSP NEWSLETTER

_____ NASSP SPOTLIGHT

_____ NEA RESEARCH BULLETIN

_____ NEA RESEARCH DIVISION REPORTS

_____ NATIONAL ELEMENTARY PRINCIPAL

_____ NATION'S SCHOOLS

_____ NEGOTIATION RESEARCH DIGEST
(Personnel departemnt)

_____ NEGRO AMERICAN LITERATURE FORUM

_____ NEW ENGLAND READING ASSOCIATION JOURNAL

_____ NEW GENERATION

_____ NEW OUTLOOK FOR THE BLIND

_____ NEW SCHOOLS EXCHANGE NEWSLETTER

_____ NEW STUDIES *

_____ NEWS NOTES OF CALIFORNIA LIBRARIES

_____ NORTH CENTRAL ASSOCIATION QUARTERLY

_____ ON THE CAPITOL DOORSTEP

_____ OPPORTUNITY

_____ ORBIT

_____ PAPERBOUND BOOKS IN PRINT
(Reference only)

_____ PARKS AND RECREATION

_____ PEABODY JOURNAL OF EDUCATION

_____ PENINSULA BULLETIN

_____ PERCEPTUAL AND MOTOR SKILLS

_____ PERSONNEL (Personnel Dept.)

_____ PERSONNEL ADMINISTRATION
(Personnel Dept.)

_____ PERSONNEL AND GUIDANCE JOURNAL *

_____ PERSONNEL JOURNAL
(Personnel Dept.)

_____ PERSONNEL MANAGEMENT ABSTRACTS
(Personnel Dept.)

_____ PHI DELTA KAPPAN

_____ PHOENIX MAGAZINE

_____ PHYLON

_____ PHYSICS EDUCATION

_____ PHYSICS TEACHER

_____ PHYSICS TODAY

_____ PLANNING AND CHANGING - A JOURNAL FOR
SCHOOL ADMINISTRATORS

_____ PRESCHOOL EDUCATION NEWSLETTER (PEN)

_____ PROGRAMMED LEARNING AND EDUCATIONAL
TECHNOLOGY

_____ PSYCHOLOGICAL REPORTS

_____ PSYCHOLOGICAL REVIEW

_____ PSYCHOLOGY IN THE SCHOOLS

_____ PSYCHOLOGY TODAY

_____ PUBLISHER'S WEEKLY

_____ QUARTERLY JOURNAL OF SPEECH

_____ RAMPARTS

_____ READING

_____ READING HORIZONS

_____ READING IMPROVEMENT

_____ READING RESEARCH QUARTERLY

_____ THE READING TEACHER

_____ RECORD *

_____ REHABILITATION COUNSELING BULLETIN *

_____ REMEDIAL EDUCATION

_____ REPORT ON PRESCHOOL EDUCATION

_____ REPRODUCTIONS REVIEW

_____ RESEARCH IN EDUCATION (ERIC)
(Reference only)

_____ RESEARCH IN THE TEACHING OF ENGLISH

_____ REVIEW OF EDUCATIONAL RESEARCH

_____ SACRAMENTO EDUCATION LEGISLATIVE LETTER
(SELL)

_____ SATURDAY REVIEW

_____ SCHOOL ADMINISTRATOR

_____ SCHOOL AND COMMUNITY

_____ SCHOOL AND SOCIETY

_____ SCHOOL ARTS

_____ SCHOOL COUNSELOR

_____ SCHOOL LIBRARY JOURNAL

_____ SCHOOL MANAGEMENT

_____ SCHOOL MEDIA QUARTERLY

_____ SCHOOL REVIEW

_____ SCHOOL SCIENCE AND MATHEMATICS

_____ SCHOOL SHOP

_____ SCIENCE (AAAS)

_____ SCIENCE AND CHILDREN

_____ SCIENCE AND SOCIETY

_____ SCIENCE EDUCATION

_____ SCIENCE TEACHER

_____ SEE

_____ SIECUS REPORT

_____ SIGHTLINES

_____ SIGHT SAVING REVIEW

_____ SIMULATION AND GAMES

_____ SOCIAL CHANGE

_____ SOCIAL EDUCATION

_____ SOCIAL PROBLEMS

_____ SOCIAL SCIENCE QUARTERLY

_____ SOCIAL STUDIES

_____ SOCIETY

_____ SOCIOLOGY AND SOCIAL RESEARCH

_____ SOCIOLOGY OF EDUCATION

_____ SOVIET EDUCATION *

_____ SPECIAL EDUCATION

_____ SPECIAL LIBRARIES

_____ SPEECH MONOGRAPHS

_____ SPEECH TEACHER

_____ STUDENT LIFE HIGHLIGHTS (NASSP) *

_____ STUDIES IN ART EDUCATION

_____ SYNERGY

_____ TESOL NEWSLETTER

_____ TESOL QUARTERLY

_____ TEACHER'S COLLEGE RECORD

_____ TEACHING EXCEPTIONAL CHILDREN

_____ TECHNICAL EDUCATION NEWS

_____ THEORY INTO PRACTICE

_____ THRUST -- FOR LEADERSHIP IN EDUCATION

_____ TIMES (LONDON) EDUCATIONAL SUPPLEMENT

_____ TODAY'S EDUCATION

_____ TODAY'S HEALTH

_____ TODAY'S SECRETARY

_____ TOP OF THE NEWS

_____ TRAINING IN BUSINESS AND INDUSTRY

_____ TRAINING SCHOOL BULLETIN

_____ UNESCO BULLETIN FOR LIBRARIES

_____ UNIVERSITIES QUARTERLY, HIGHER EDUCATION AND SOCIETY

_____ URBAN EDUCATION

_____ URBAN REVIEW

_____ VIEWPOINTS - INDIANA UNIVERSITY

_____ VOCATIONAL GUIDANCE QUARTERLY

_____ VOLTA REVIEW

_____ WASHINGTON MONITOR (With EDUCATION U.S.A.)

_____ WILSON LIBRARY BULLETIN

_____ YOUNG CHILDREN

NC RIC

Research and Information Center

In the Area of "Planning, Research, and Development"

North Carolina State Department of Public Instruction

Components of RIC
- ERIC facilities
- Professional library
- Reading Resources Network Unit

On-Site Resources
- ERIC collections
- Vertical files
- Current magazines
  Back issues on microfilm
  Doctoral dissertations on microfilm
- Professional books
- Reference collection
- Special sets of books
- Indexes
- Public school file by administrative units
- File of Attorney General's rulings
- Historical collection of N. C. Department of Public Instruction
- Consultants: RIC staff and all SDPI personnel
- PREP kits
- Newspapers
- Current newsletters, reports, and journals
- Collection of annotated bibliographies
- Facilities: 1 microfiche reader printer
  2 microfiche/microfilm reader printer
  1 portable reader circulated to staff for home and office use
  1 microfiche reader on loan to another building
  1 copying machine
  1 microfiche reproducer

  5 rooms: 2,285 square feet

Other Resources Identified and Used
1. NEA Research Service
   Research Triangle Institute
   Triangle Universities: UNC-CH; Duke; NCSU
   State Library
2. Chamber of Commerce
   Staffs of Local Newspapers
   Other State Agencies
   ERIC Clearinghouses
3. Professional Organizations
   Educational Reference Center (USOE)
   Direct Access to Reference Information: Xerox (DATRIX)
   Research and Development Centers and Educational Laboratories
4. Learning Institute of North Carolina, an independent research and evaluation center

RESOURCES

Utah - TAIS

General

Have contract with Boulder Information Retrieval Center.
Have contacts and correspondence with ERIC Central.
ERIC Clearinghouses (all)
R & D Centers (all)
Utah State Library
University of Utah Library
University of Utah Consultant (lists)
B. Y. U. Library
B. Y. U. Consultants (list)
Weber State Library
Weber State Consultants (list)
Utah State Library
Utah State Consultants (list)
Reading Center - Salt Lake
Bureau of Economic Research - University of Utah
Bureau of Educational Research - University of Utah
Local Title III Projects
Local Innovative program survey
S. E. A.
Utah State Historical Society
Utah State Archives
Local Business and Industrial contacts
    Manufacturers and Industrial Commission
PREP
NCEC
Fugitive file collection
All S.E.A. handouts

Subscribe to:

R.I.E.
C.I.J.E.
Administrator's Notebook
American Education
Education Index
Education Recaps
Educational Reseacher
Education U.S.A.
Memo to the Faculty
Monthly Catalog
National Council on Measurement in
  Education
Research Bulletin - N.E.A.
Review of Educational Research/AERA
Theory Into Practice
IDEA Reporter

ERIC MICROFICHE COLLECTION FOR 1968, 1969, 1970 and 1971.

MEC

MERRIMACK EDUCATION CENTER
101 Mill Road
Chelmsford, Massachusetts 01824
(617) 256-3985

PRODUCTS AND SERVICES

INFORMATION INDEXES

Thesaurus of ERIC Descriptors. 1972 edition.
Research in Education. ERIC's monthly announcement journal.
Cumulative Indexes for Research in Education. (1966-1972)
Research in Education Report Resumes.
Pacesetters in Innovation. Fiscal Year 1969.
Current Index to Journals in Education.
Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
Educational Documents Index. (1966-1969)
ERIC Products. Annotated bibliography of Information Analysis publications of the ERIC Clearinghouses.

GUIDES TO USING ERIC

How to Use ERIC. Twelve page graphic aid to the use of the ERIC system.
ERIC Training Filmstrips. Record and three filmstrips. How to use ERIC.
ERIC: How to Use It. Science & Mathematics Education Information Analysis Center.
Guide to Educational Resources. Educational Information Consultant. Training Materials.
Yellow Page Guide to ERIC.
Everyman's Guide: An ERIC search system for social studies teachers.

ABSTRACT BIBLIOGRAPHIES

Clearinghouse on Early Childhood. Abstracts.
AASA-ERIC Abstract Series. American Association of School Administrators series of documents on topics in education.
ERIC-CEM. Analysis and Bibliography Series
Bibliographies. 100 bibliographies developed at MEC. Successful personalized searches.
Computer-generated searches.

MEC

EDUCATION RESEARCH REFERENCE MATERIALS

Putting Research into Educational Practice. (PREP)
Education U.S.A. Special Reports.
Model Programs -- Childhood Education Series.

INFORMATION ANALYSIS PRODUCTS

ALERT. Alternatives for Learning through Educational Research and Technology.
Exemplary Products from each of the twenty ERIC Clearinghouses. (Including math, science, english, reading, special education.)

EDUCATIONAL MATERIALS SERVICE

Assorted Curriculum Guides (hard copy). Selected from ERIC clearinghouses.
ASCD Curriculum file (microfiche). Association for Supervision and Curriculum Development.
Curriculum materials for individualizing instruction. (Wisconsin Reading Design and Individualized Mathematics System.) IGE - exhibits of new products.
Test Bank. Samples of commonly-used standardized tests and teacher-made tests.
Pupil Progress Reports. Forms gathered from schools nation-wide.
CMX- Curriculum Materials Exchange.
Innovative Materials on Display (current). LIFE. Language Improvement to Facilitate Education.
Tape Library.
Yellow Pages of Learning Resources. Directory listing learning resources in a city.
Skill Check Lists. For elementary school math and language arts. Developed by IGE Hub Committee.
Write is Right.
Mini-libraries. Index and selected documents on current high-priority topics. (School Board Policy Kit)

EDUCATIONAL REPRODUCTION SERVICE

Copy Center. Services of Xerox copier (copies from your originals.)
Microform Service. We will microform from your originals.
Newsletters and Information Bulletins.

* * * * * * *

For further information contact MEC.

In no way is this list designed to restrict services. This list will be expanded or modified as needs and resources change.

4500-B8059-4/72

INFORMS

SOURCE JOURNAL INDEX
FOR
CURRENT INDEX TO JOURNALS IN EDUCATION
Revised Edition as of May 1, 1972

* Academic Therapy Quarterly
* Administrative Science Quarterly
* Adolescence
+ * Adult Education
o + * Adult Leadership
o + * Agricultural Education Magazine
+ * AIA Journal
o * American Annals of the Deaf
* American Behavioral Scientist
* American Biology Teacher
+ * American Economic Review
o + * American Education
o * American Educational Research Journal
o * American Journal of Mental Deficiency
* American Journal of Occupational Therapy
* American Journal of Orthopsychiatry
+ * American Journal of Physics
+ * American Journal of Psychology
+ * American Journal of Sociology
+ American Libraries
+ * American Scholar
o * American School Board Journal
o + American School and University
* American Speech
o * American Vocational Journal
o Appalachian Advance(current year)
+ Architectural Forum
+ * Architectural Record
* Architectural Review
o * Arithmetic Teacher
o * Art Education
o * Audiovisual Instruction
o AV Communication Review

o + * Balance Sheet
+ Bell Journal of Economics and Management
* BioScience
o Black Scholar
* British Journal of Disorders of Communication
* British Journal of Educational Psychology
* British Journal of Educational Studies
* British Journal of Psychology
* Bulletin of Hispanic Studies
+ * Bulletin of the Atomic Scientist
o * Business Education Forum
* California Journal of Educational Research
* California Management Review
* Canada's Mental Health
* Catholic School Journal
o * Change
* Changing Education
o * Child Development
* Child Study Journal
o * Child Welfare
o * Childhood Education
o + * Children Today(formerly Children)
+ * Civil Rights Digest
* Classical Bulletin
* Classical Journal
* Classical Outlook
* Classical World
+ * Clearing House
o * College Board Review
* College Composition and Communication
+ * College English
o * College Management
* Community Development Journal
o Community Education Journal
+ * Community Mental Health Journal
o Compact
* Comparative Education Review
+ * Conservationist
* Contact
o * Contemporary Education
* Contemporary Psychology
+ * Convergence

+ * Daedalus
+ Datamation
* Delta Kappa Gamma Bulletin
* Delta Pi Epsilon Journal
* Drexel Library Quarterly

* EBTA Journal
* Economic Journal
+ * Education
* Education in Chemistry
o + * Education Digest
o * Educational Broadcasting Review
+ * Educational Forum
o Educational Horizons

o Educational Media Library + State Traveling Library * I-lite System

o + * Educational Leadership
* Educational Perspectives
* Educational Record
+ * Educational Review
o + * Educational Screen and Audiovisual Guide
o * Educational Technology
o * Educational Television
* Educational Theatre Journal
* Educational Theory
o + * Elementary English
o Elementary School Guidance and Counseling
+ * Elementary School Journal
* English
o + * English Journal
* English Language Teaching
* ETC: A Review of General Semantics
o + * Exceptional Children
+ * Extension Service Review

* Foreign Language Annals
* Francais dans le Monde
* Freedomways
* French Review

* German Quarterly
o + * Grade Teacher
* Graduate Journal

o + * Harvard Business Review
* Harvard Educational Review
o Hearing and Speech News
* Heating, Piping and Air Conditioning
* High School Journal
* Hispania
* Hispanic Review
* History of Education Quarterly
* History Teacher
* Human Development
* Human Organization

* Impact of Science on Society
* Improving College and University Training
+ Indian Historian
o + * Industrial Arts and Vocational Education
o + * Instructor
o Integrated Education
* International Journal of American Linguistics
* International Review of Education

* Journal of Abnormal Psychology
* Journal of the American Academy of Child Psychiatry
+ Journal of the American Society for Information Science
* Journal of Applied Behavioral Science
* Journal of Applied Psychology
* Journal of Biological Education
* Journal of Broadcasting
o * Journal of Business Education
* Journal of Chemical Education
* Journal of Communication
o * Journal of Consulting and Clinical Psychology
o * Journal of Counseling Psychology
* Journal of Creative Behavior
+ * Journal of Education
+ * Journal of Education for Librarianship
o + * Journal of Educational Psychology
o * Journal of Educational Research
* Journal of Experimental Child Psychology
+ * Journal of Experimental Education
+ * Journal of Experimental Psychology
* Journal of General Education
* Journal of Genetic Psychology
+ * Journal of Geography
o * Journal of Health, Physical Education and Recreation
+ * Journal of Higher Education
+ * Journal of Home Economics
* Journal of Human Resources
* Journal of Industrial Teacher Education
o * Journal of Learning Disabilities
o * Journal of Library Automation
* Journal of Marriage and the Family
* Journal of Negro Education
* Journal of Nervous and Mental Disease
* Journal of Personality and Social Psychology
* Journal of Psychology
* Journal of Public Law
o * Journal of Reading
* Journal of the Reading Specialist
o * Journal of Research and Development in Education

o Educational Media Library + State Traveling Library * I-lite System

* Journal of Research in Music Education
* Journal of Research in Science Teaching
* Journal of School Health
o * Journal of School Psychology
* Journal of Secondary Education
* Journal of Social Issues
+ * Journal of Social Psychology
o * Journal of Special Education
o * Journal of Speech and Hearing Disorders
o * Journal of Speech and Hearing Research
o * Journal of Teacher Education
* Journal of Verbal Learning and Verbal Behavior
o * Junior College Journal

* Labor Law Journal
* Language Learning
* Language Sciences
* Law and Society Review
* Liberal Education
+ * Library Association Record
+ * Library College Journal
o + * Library Journal
+ * Library Quarterly
o + * Library Resources and Technical Services
+ * Library Trends
* Linguistic Reporter

o Man/Society/Technology - Journal of Industrial Arts Education
* Management Science
* Manpower
* Mathematical Gazette
+ * Mathematics Teacher
o + * Media and Methods - Exploration in Education
+ * Mental Hygiene
o * Mental Retardation
* Merrill-Palmer Quarterly of Behavior and Development
* Minerva
+ * Modern Language Journal
+ * Music Educators Journal

o * NASSP Bulletin
o National Art Education Association Studies in Art Education
* National Business Education Quarterly
* National Catholic Guidance Conference Journal
o * National Elementary Principal
+ * National Tax Journal
o + * Nation's Schools
o * NEA Research Bulletin
* Negro American Literature Forum
o New Outlook for the Blind
+ New South
+ * New York Review of Books
o + * North Central Association Quarterly
* NSPI Journal

+ * Occupational Outlook Quarterly

+ * Parks and Recreation
* Peabody Journal of Education
* Perceptual and Motor Skills
+ * Personnel and Guidance Journal
* Personnel Journal
* Personnel Psychology
o * Phi Delta Kappan
* Phoenix
+ * Phylon
* Physics Education
* Physics Teacher
+ * Physics Today
o Planning and Changing - A Journal for School Administrators
* Progressive Architecture
+ * Psychological Bulletin
* Psychological Reports
+ * Psychological Review
o * Psychology in the Schools
+ * Public Administration Review
* Public Interest
+ * Public Opinion Quarterly
* Publications of the Modern Language Association

* Quarterly Journal of Speech

* Reading Improvement
o * Reading Research Quarterly
o * Reading Teacher
o + * Review of Educational Research
* Revista Iberoamericana
+ * Rural Sociology

o + * Saturday Review
* School Arts

o Educational Media Library + State Traveling Library * I-lite System

* School Counselor
o + * School Libraries
o + * School Library Journal
o * School Management
o + * School Review
* School Science and Mathematics
o * School Shop
+ * School and Society
+ * Science
o * Science and Children
+ * Science Education
o * Science Teacher
+ Sexual Behavior
* Slavic and East European Journal
* Slavonic and East European Review
o + * Social Education
+ * Social Forces
* Social Problems
+ * Social Science Quarterly
o * Social Studies
+ * Social Work
+ * Sociology of Education
* Soviet Education
+ * Special Libraries
* Speech Monographs
* Speech Teacher
* Studies in Art Education
* Studies in English Literature

* Teachers College Record
o Teaching Exceptional Children
* Technical Education News
* Theory into Practice
* Times(London)Educational Supplement
o + * Today's Education
o + * Top of the News
o Training in Business and Industry
* Transaction

+ * Unesco Bulletin for Libraries
* Urban Education

o + * Vocational Guidance Quarterly
+ * Volta Review

+ * Wilson Library Bulletin

o Educational Media Library + State Traveling Library * I-lite System

ND RIC

ED
SEP 11 1972
R. I.

LIST OF MATERIALS

1. Newsletters - 7 issues for 1971-72
2. Monograph - Educational Innovations in North Dakota 1970-71
3. Monograph - Educational Innovations in North Dakota 1971-72
4. Aperture Card - Sample student contract from the Grand Forks Public Schools contract collection distributed by RIC
5. Brochure - HOW?
6. Brochure - RIC
7. Brochure - Announcement of availability of a short review on two educational topics
8. Review announced in preceding brochure
9. Form - Pink search request
10. Form - Cream cover sheet
11. Form - Blue direction sheet for utilizing the information packet
12. Form - Gold document request form
13. Sample packet demonstrating use of previous forms
14. Form - Return response used with fiche orders
15. Form - Internal record keeping form
16. *Review - First of a series of summaries on critical topics identified by the North Dakota Department of Public Instruction and focused on awareness
17. *Monograph - Alternatives to QUERY
18. Summary of Alternatives to QUERY
19. **PREP Announcement
20. Sample contract for services used by RIC
21. *Preliminary copy of evaluation form
22. *Slide/Tape presentation

* Samples will be submitted at a later date.

**This is office copy; please return upon completion of conference.

REPORTS

SMERC

SAN MATEO COUNTY INFORMATION AND LIBRARY RESOURCES DISSEMINATION CENTER

590 Hamilton Street
Redwood City, California 94063

Affiliation: San Mateo County Office of Education and San Mateo County Board of Education

Admin/Director: Frank W. Mattas

History and Scope

Building on the already existing County Curriculum Library, support was won in 1968 for the development of a "one stop" Center for all information regarding educational research and teacher-generated materials and models. The Center was founded by the San Mateo County Office of Education and continues to receive an important share of its funds from them. No direct Federal funds have been received for its operation. The basic service area is the San Mateo County school districts.

Services are also made available to the counties within the greater San Francisco Bay Area, State of California and Western Pacific area. Three basic service plans are offered: a Minimum Service Plan, through which copies of all publications produced by the Center are provided; a Full Service Plan, in which access to the Center's literature searching capability is added; and a Maximum Service Plan, by which all services offered by the Center are made available. Charges are on a sliding scale, based on the level of service and the amount of use.

The user population of San Mateo County is located within a radius of 20 miles of the Center. This is in contrast to the 750 mile radius of other participating counties and regions.

Staff

The staff includes six full-time professionals: the Director, who has been with the organization since it began and has a background as consultant to the Kettering UNIPAC Dissemination Center, school administration, and consultant work in the areas of change and dissemination; a Coordinating Librarian, with a background in school libraries and research; and a Research Analyst, who has a background in education research; a Computer Specialist; and a Research Specialist. The full-time staff is augmented by part-time consultants who average three full man years per year. These consultants represent a wide variety of specialties and are called upon as needed.

There are seven full-time educational information specialists; a library research assistant; two accession specialists; and additional support staff. These individuals brought average clerical skills to the organization and were trained for their present position on the job.

The staff is further supported by eight half-time students from local colleges.

Facility and Special Equipment

The Center is housed in a multi-story county office building and uses five rooms, or approximately 5600 square feet of space. The following equipment is available for use in the Center's microfiche services: Two Atlantic fiche reproducers, one Kodak microfilm camera, two Recordak reader-printers, a Xerox microfiche photocopying machine, one microfilm jacket stuffer, and an IBM computer storage and retrieval unit. Microfiche are produced at a cost of 5¢ per copy, exclusive of labor. The Center also houses a "DIALOG" information computer terminal and assorted sophisticated information retrieval units.

Information Resources

A comprehensive collection of materials is maintained by the Center. Included are over 15,000 books (e.g., curriculum materials and professional books); over 700 periodicals; a basic reference collection; the complete set of ERIC indexes and microfiche files; individualized instructional packages; and a large collection of reports and fugitive materials. Special collections of materials drawn from many resources have been developed in current educational problem areas, such as individualized instruction, drug abuse, behavioral objectives, and program budgeting.

Services and Products

The Center offers six basic types of services to its users and various combinations to its other subscribers.

1. Bibliographic searches are made upon specific request. Searches are conducted on the Center's holdings, the ERIC collection, the periodical literature, and other sources, as required to complete the search. The product is a bibliography.

2. Special bibliographies are prepared in advance of specific requests to anticipate the demands on current problems. For example, a special bibliography prepared on drug abuse has been widely disseminated.

3. FIDO (Fugitive Information Data Organizer) is a subject, institution, and author index to the fugitive literature collection of the Center. FIDO also includes a section on research and development materials and on ERIC resources. Each entry contains a title and the Center identification number.

4. Special interest documents are prepared containing information in areas new or unfamiliar to the users, such as a glossary of terms on change agents.

5. Consultant services are available in planning and holding seminars, meetings, and workshops.

6. The document reproduction service provides free microfiche copies of all the Center's holdings, the ERIC collection, and any new materials which the Center considers worth adding to the collection. Microfiche are supplied in support of Center-produced bibliographies and in answer to requests for individual documents.

Internal Procedures

The Center has five major collections or files. The periodical collection is alphabetical by title and is accessed through the journal indexes. The book collection is organized by a modified Library of Congress Classification scheme and is accessed by a traditional library card catalog. The fugitive literature file on microfiche is organized by accession number and is accessed by FIDO. A pamphlet file containing material not important enough to place in the fugitive literature file is alphabetized by title. The ERIC collection is maintained separately.

In addition to their management functions, the Director and the Librarian are responsible for the selection of materials to be included in the collection and for the indexing of all non-ERIC items. The Research Analyst is responsible for general office supervision and for all literature searches. The computer information specialist is also responsible for surrogate publications.

User Information

While the Center's services are available to all members of the community, the main emphasis is placed on service to the teacher and secondarily to school administrators. Although no formal user surveys have been undertaken, observations have been made based on the day to day operational experiences. There is a very strong desire among users for immediate service and rapid response. In general, elementary teachers request everything: "Give me everything you have on reading." Secondary teachers want the answer in as small a package as possible; one-half of a journal article is fine. Administrators, on the other hand, request five or six articles which present pros and cons.

Keys to Success

It is believed that the Center's services must be sold and sold again through direct contacts, presentations, and good service. Non-federal money is felt to be available to agencies willing "to hustle" for it.

TIS

PROGRESS REPORT

OE National Center for Educational Communication,
Project No.: OEG-0-71-3953

Period: April 1, 1972 - June 30, 1972

Date of Submission: July 10, 1972

Name of Institution: Texas Education Agency

Title of Project: Texas Information Service (TIS) Project

Name of Project Director: Charles Nix

Office of Education Division: Division of Practice Improvement

1. Personnel Change

Mr. Leo Lambert has been named as the new information systems specialist to replace Mrs. Dorothy Mueller, who resigned June 30, 1972. Mr. Lambert was director of dissemination for Education Service Center, Region XVII, Lubbock, Texas from September 1968 - February 1972; editorial consultant for Education Service Centers, Regions XIII, XVII, and XVIII from February 1972 to the present; and will receive the EdD from Texas Tech University in August 1972.

2. Major Activities and Accomplishments During This Period

a. Two meetings of the TIS Task Force were held during this period.

   1) April 26 (see Addendum 1).
   2) June 7 (see Addendum 2).

b. Procedural plans for initiating pilot operations in the Prairie View and Austin Teacher Centers (Austin added as a test site at the recommendation of TERC) were drawn up in cooperation with Dr. Kyle Killough and Dr. Harlan Ford of the Texas Educational Renewal Center project. Dates were set by Dr. Killough for TIS to meet with the Advisory Councils of the two Teacher Centers: June 20, Prairie View; June 27, Austin.

c. Meetings with the advisory councils of the two Teacher Centers were cancelled, necessitating redirection for the present of the initial pilot operations through selected Education Service Centers. Pilot efforts in Teacher Centers will proceed as soon as the advisory councils can meet.

    1) On June 28 representatives from Education Service Centers X (Richardson), XI (Fort Worth), and XII (Waco) and the TIS staff met to explore ways to deliver TIS services in their regions.

    2) Plans were made at this meeting for each of these Education Service Centers to assign one staff member to be trained by TIS in July in the role of information consultant. Responsibilities will include public relations work among ESC staff members and in a limited number of regional schools selected to take part in the pilot phase, question negotiation, delivery of information, and providing liaison to appropriate technical assistance.

    3) The ESC information consultants will be trained in time to make contacts in the schools during required August inservice programs so that the field test operation can be under way at the opening of school in September.

d. The decision was made to install the computer program developed by RIC (University of North Dakota) to retrieve RIE and CIJE data.

    1) Dr. Edward Krahmer and Lee Brueni, RIC, University of North Dakota, came to Austin May 4-6 to supervise installation of the program and to train TIS staff in the use of the program.

    2) The program has been installed at Steck-Data Corporation, Austin, Texas, on an IBM360-30. After installation, several batches of searches were run to evaluate and correct program and coding problems. The program is now fully operational and being used routinely for retrieval functions.

e. Orders for basic equipment (microfiche reader/printer portable readers, and microfiche duplicator/processor) and resources (ERIC microfiche collection, RIE and CIJE indexes, and other reference materials) were cleared through the Texas Educational Renewal Center (TERC) project. Delivery for most items will be in July.

f. Instructions and questionnaires for TIS participation in the national survey of the Stanford "Sensing Network" project were received during the last week of April. Sample populations from nine Texas school districts and the Texas Education Agency were selected and 750 questionnaires sent to respondents early in May.

Five hundred and twenty completed questionnaires were returned to TIS and forwarded to the project director at Stanford. Results of the survey will provide TIS with useful information for planning services and products for a variety of audiences.

g. The prepackaged materials prepared and distributed by TIS through Education Service Centers and Teacher Centers have received excellent response, having been reproduced by these agencies for wide circulation in schools and colleges.

    1) "Teacher Training Through the Minicourse" (see Addendum 3 for title page) was expanded to include information related to three additional Minicourses (2, 8, and 9) which are being used extensively in Texas Teacher Centers and Education Service Centers.

    2) "Individualized Instruction: Selected Elements, Programs, and Instructional Materials" (see Addendum 4 for title pages) was expanded to include materials on IGE planning, instructional materials, and leagues and schools. The original package was designed to support the information needs generated by the network of Texas Demonstration Schools in Individualized Instruction sponsored by the Texas Education Agency. The supplementary IGE materials are being widely used by the Teacher Centers and Education Service Centers which are the facilitators in the installation of IGE programs in Texas.

    3) "The Quarter System in Texas Schools" (see Addendum 5 for title page) has been completed and is being printed for distribution in July. This package responds to the questions of school personnel and the public as Texas schools prepare to shift to a mandatory quarter system in 1973-74.

    4) In the preliminary stages of preparation is a package on performance-based teacher education, which will support planning and development of PBTE programs in pre- and inservice teacher education. PBTE is a major thrust in Teacher Center activities in Texas.

h. A TIS brochure has been designed by Jim Cockrum, TEA Division of Dissemination, to be ready for distribution in the field test sites this summer.

i. Participation in meetings:

   1) TERC Advisory Council, Austin, April 11--presentation of TIS Conceptual Design

   2) Teacher Center Steering Committee, Austin, April 24

   3) State meeting of Instructional Resources Personnel, 20 Education Service Centers, Corpus Christi, May 19--TIS presentation

   4) TERC Advisory Council, Austin, June 6--TIS progress report

   5) Demonstration of commercially developed instructional materials for individualized instruction, Dawson Elementary School, Austin, June 8

   6) Change workshop for Demonstration Schools in Individualized Instruction (13 schools represented), Austin, June 30--TIS presentation

3. Problems

The delay in the activation of the Austin Teacher Center (which was the field test site designated in the TIS proposal) caused postponement of TIS pilot operations. When it seemed apparent that this site would be unavailable for some time, the decision was made to pilot delivery of TIS services through the Prairie View Teacher Center, and initial contacts were made with the project director of that Teacher Center. At TERC's request when the Austin Teacher Center proposal for TERC funds was approved, Austin was reinstituted as a test site along with Prairie View. Dr. Kyle Killough (TERC) approved procedural plans for implementing these two test sites and set up meetings with the respective Advisory Councils. However, both meetings (June 20 and 27) were cancelled, with no firm future dates set. As these cancellations have foreclosed the possibility of early implementation of TIS pilot efforts in Teacher Centers, TIS has begun planning with three selected Education Service Centers to begin field testing the delivery system in a limited number of schools in each region by the latter part of August.

4. Data Collection

Analysis of requests to date:

a. Origin of search requests:

	Apr.	May	June	Total
Texas Education Agency				
Div. of Dissemination			2	2
Div. of School Accreditation			3	3
Div. of Planning		1		1
Migrant Education	1			1
Management Information Cntr.		1		1
Div. of Program Development		1	2	3
Post-Secondary Education		2		2
Education Service Centers				
Directors		1	1	2
Consultants	6	5	10	21
Media/Instructional Resources	7	2		9
Research/Evaluation	2	4		6
Information	1	1	1	3
Special Education		1	1	2
Planning	1			1
Texas Education Renewal Cntr.				
TERC office		1	1	2
Public Schools				
Teachers			2	2
Supervisors			2	2
Media coordinators	1			1
Universities				
Professors			2	2
Students	2	1	2	5
State Government	1		1	2
Southwest Educational Dev.Lab.			1	1
Other		1	1	2
	22	22	32	76

Cumulative Total, Sept. 1971-June 1972 179

b. Nature of TIS services

	Apr.	May	June	Total
In-depth literature searches	12	14	14	40
Loan of materials	2	13		15
Quick references	2	1	6	9
Provision of requested documents	3	5	9	17
In-house use of collection	1	2		3
Program information		2		2
Referral to consultant			1	1
TOTAL	20	37	30	87

5. Activities Planned for Next Reporting Period

a. The TIS central unit and delivery system will be pilot tested in selected Education Service Centers, with TIS training of information consultants designated by the Centers in July and services to schools instituted in August.

b. A package of training materials will be developed by TIS to train information consultants.

c. Materials for use by the information consultants in their public relations contacts with local school personnel will be developed by TIS.

Charles W. Nix

Charles Nix, Project Director

[illegible] 10, 1972

Date

NY EPSIS

INFORMATION RELEASE

May 12, 1972

NEW CENTRALIZED EDUCATIONAL INFORMATION CENTER
IN NEW YORK STATE

The New York State Education Department has recently directed the establishment of a coordinated information center called the EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE (EPSIS).

EPSIS has been formed through the integration of human, material, and economic resources from ESEA Title III, Vocational Education, New York State Library, New York State Curriculum Laboratory and the Division of Educational Research and Communications within the Education Department.

The specific goals of EPSIS are as follows:

1. Establish and maintain a centralized educational information center in conjunction with the New York State Library.

2. Establish and maintain a principal point of access and switching agent function for externally originated information requests directed to the Education Department.

3. Develop and maintain a capability for integrating information and dissemination support activities with major state change efforts such as Project Redesign and major national efforts such as Renewal.

4. Provide reference, referral and current awareness services to New York State educators and State Department personnel.

5. Investigate the potential and functional role to be played by the emerging New York State regional education agencies with regard to educational information transfer, utilization, change strategies, media and communication support links in a statewide network design.

6. Develop and maintain a centralized information bank consisting of Federal and State funded project descriptions, human and organizational resources and locally developed program information.

A physical relocation and annexation of the New York State ERIC Service and the New York State Curriculum Laboratory has provided EPSIS with a broad resource base. In addition, cooperative staff-sharing with the Education Section of the New York State Library located across the hall will give EPSIS immediate access to one of the most comprehensive educational literature collections in the country.

The initial emphasis of the EPSIS unit will be to further coordinate State Department dissemination activities and facilitate access and delivery of information to local educators. These tasks are to be undertaken within a change strategy atmosphere so as to insure the greatest possible positive impact of educational information on New York State's educational system.

The EPSIS unit will be coordinated by Gregory Benson, Jr. and further information regarding organization, activities or available services may be obtained by writing:

EPSIS, Room 330
State Education Department
Albany, New York 12224

QUARTERLY PROGRESS REPORT Utah-TAIS

Contract No.: OEC-0-70-4741

Period: February 1, 1972 to April 30, 1972

Date of Submission: May 5, 1972

Name of Agency: Utah State Board of Education

Title of Project: Technical Assistance to Rural Schools in Knowledge Utilization

Name of Project Director: Kenneth P. Lindsay

Office of Education Division: National Center of Education Communication

1. Major Activities during this Period (in light of objectives and work plan):

Proposal for third year funding prepared.
Three agents attended a conference in Washington, D.C., February 7 and 8.
Research into local ERIC computerized search capability resumed.
Microfiche reader demonstration and exhibit presented.

2. Major New Departures (from objectives and/or from last Progress Report):

Dr. Lindsay is on Sabbatical Leave.
Kathy Wallentine has been given additional responsibilities in supervision of SEA Instructional Media Center.

3. Problems:

Continued lack of progress on Utah's computerized searching.
Need for more microfiche readers in target area.
Agents need time and expertise in preparing materials for clients.
Number of requests from agents falling due to nearness to school closing and the number of "in depth" activities each agent is attempting to complete.
Need a full time work study student for third year.

4. Significant Findings:

Number of microfiche readers is increasing, as an indication that materials are of value. Salt Lake District now has about five readers. Granite District, the biggest district in the State, is now contemplating buying readers for their district offices. CSA Center has purchased another reader.
Agents need freedom to set own schedules for visiting, etc.
Of real value would be funding to allow teachers and administrators to take visits to other sites. This would involve a substitute for the educator. Agent needs to be free to work with educators and to do follow up activities to keep any innovation moving.
Clearinghouse workshops would be of value to local teaching personnel.
Success in building a permanent clientele comes from sending letters explaining informational services with a feed back device that triggers searching and other reference assistance, to educators involved in Career Planning, Experimental Schools and Media Funding Programs.

5. Dissemination Activities:

Current status of TAP project presented to SEA at February Instructional Staff meeting by Dr. Lindsay and Kathy Wallentine.

Monthly TAP meetings feature a Division Administrator who explains programs and work of the Division to agents.

Far West Lab's Mini-courses and ALERT packages going strong in all four regions.

Utah State Historical Society materials being disseminated by agents in two of the target areas.

Information services advertised through Career Planning, Experimental Schools and Media programs.

IDI seminars being developed through the project personnel.

6. Future Activities:

Initiation of work on the Final Report.

Project taking part in the "Sensing Network" - Informational Needs Assessment by Stanford University.

Dissemination Conference in South Carolina May 11 and 12 to be attended by Kathy Wallentine and Jerry Hawley.

MEC

MERRIMACK EDUCATION CENTER

Information Services

Our information systems are available on microfiche. Microfiche is a flat photographic negative approximately 4 x 6 inches in size. Each negative can include up to 60 pages of printed materials. Microfiche viewers are compact and lightweight, fitting on a table or desk top.

The operation of these is very simple. When a microfiche negative is inserted, the picture appears in full page size for reading. Photocopies of individual pages in a microfiche report can be made with the attached printers.

WHAT ARE OUR INFORMATION SYSTEMS?

1. ERIC

ERIC (Educational Research Information Center) is a national information center, a source for obtaining documents relating to all fields of education. It collects, stores, and furnishes copies of educational documents by a new system of condensed photographic storage and filing called microfiche. At present, nineteen clearinghouses throughout the country are centralizing the most current information in all areas of education. MEC presently has about 65,000 microfiche containing over a million pages of information.

2. NEW YORK STATE CURRICULUM

A few years ago the state of New York invested much time and money in a curriculum study. Experts and consultants from all over the country were called in. Fortunately, the results of this have been photocopied and MEC has microfiche of a large segment of this.

3. I.D.E.A. -- SOMETIMES REFERRED TO AS THE CHARLES KETTERING FILE

I.D.E.A. (the Charles Kettering File) is a compilation on microfiche of much research and innovative programs sponsored by the Institute for Development of Educational Activities, Inc. Anyone familiar with this organization is quite aware of the quality of their efforts.

MEC

WHO CAN USE THESE INFORMATION SYSTEMS. . . .AND HOW?

School Administrators	. to identify new educational developments . to apply new management tools . to base budget estimates on research . to review new programs and projects
Teachers	. to learn about new classroom techniques and materials . to obtain the latest information on pre-service and in-service training . to discover "how-to-do-it" projects
Specialists	. to obtain current information about specific fields . to develop new curriculum . to research project relevant to a given field . to gain access to the latest information to keep abreast of developments

4500-B9941-7/72 INFORMS

QUARTERLY PROGRESS REPORT

Grant or Contract No.: OEC-0-71-3725
Project Application No.: 1-0655

Period 06-25-71 to 11-25-72 Date of Submission June 28, 1972

Name of Agency: Iowa State Department of Public Instruction

Title of Project: A project to develop an R and D Information Network of Joint County Schools in the State of Iowa.

Name of Project Director: Miss Mary Jo Bruett
Educational Media Section
Iowa State Department of Public Instruction

Office of Education Division: Project Officer: Mr. R. E. Chesley
National Center for Educational Research and Development

1. Major Activities During this Period (in light of objectives and work plan):

As Project INFORMS nears the end of a year, it is noted that many of the ccomplishments of this past quarter have been of major importance to the continuing operation of the Project.

1. INFORMS workshop, May 25 (attached agenda Appendix I). At this meeting concerns, problems (past, present, future) and ideas were discussed by all participating field agents in the pilot areas. This proved to be an excellent avenue for all to share their opinions and react to the suggestions of others.
   Mr. Robert Chesley, Project Monitor from NCEC, was present. He presented to the group activities NCEC is involved in and the possibilities of future refunding for Project INFORMS.
   The first narrative evaluation report was presented (see Appendix II) by the PRE (Planning, Research and Evaluation) Division.
2. In order to stimulate interest and actively involve those centers not presently utilizing Project INFORMS, two large group presentations were given to introduce the services of an Information Network. Two additional meetings were held with field agents in pilot areas. These were held with the hopes of introducing the services into these areas before the school year ended.

3. Attendance at the National Dissemination Conference in Columbia, South Carolina gave an added dimension to the project. A major advantage of this conference was the opportunity for all in attendance to participate. The small group sessions were of major benefit since all material presented could be utilized in Iowa's pilot project.

4. Alternatives for installation of computer services for Project INFORMS were presented to the Deputy Superintendent and cabinet level officials. The need for computer services was presented in the format of concerns. At this time, we were seeking concept approval of the goal stated in the form of activities (see Appendix III). As of today's date, activities 10, 9 and 8 have been accomplished.

5. During this quarter final approval was given for reclassification of Mrs. Kathy Borlin to Research Associate and the addition of a Clerk III position, Mrs. Betty Mericle, to our staff.

6. In April the NB 404A microfiche printer-processor was installed. This has been one selling factor for increased services during the past two months. Approximately 1100 microfiche have been duplicated. The PREP packets on microfiche were duplicated and distributed to all field agents so they could be available at each Area Materials Center.

7. The requests for information have increased during this quarter. Requests range from supplying specific ED numbers and CIJE articles to indepth searching of RIE, CIJE, and professional material in the Educational Media Library. An activity level report is included in Appendix IV.

2. Major New Departures (from objectives and/or from last Progress Report).

It was indicated in the last progress report that an active file of exemplary educational programs would be started. This has not been started as of today's date.

3. Problems (and related actions):

Actual:

1. The durability of the microfiche has created problems of locating specific ED numbers and the refiling of these numbers. The microfiche, after being in the drawers only a few weeks, curl extensively.

2. Because of the increased number of searches requested, the turn around time for information packets has increased. It is now taking approximately 2-5 weeks, depending on the request, to get information to the user. There is also a back log of searches pending. It is hoped that computer capabilities will alleviate a certain percent of this problem.

3. An increase in the use of microfiche has created the need for portable readers located and/or owned by local school districts. After the materials are received by the user, the need for microfiche readers becomes evident in the local school. Several schools have requested information on the purchase of microfiche equipment.

Anticipated:

None are foreseen at this time.

It is hoped that the projected installation of the ERIC magnetic tapes will create a minimal amount of problems that can be easily resolved.

It is anticipated that a revision of all forms concerning negotiation, evaluation, and checklist of materials will be necessary when computer searches get under way.

4. Significant Findings and Events:

Findings:

1. Support has continued from Department of Public Instruction personnel in regards to project INFORMS. Cooperation has been established in providing information needed to complete searches and to use these individuals in a consultative capacity. This has helped to coordinate efforts of personnel across division lines and to open some additional lines of communication.

2. It was felt with the ending of the school year that searches might decrease. This has not been the case. Even though many field agents are on vacation, they have been willing to check in at their office from time to time in order to handle requests sent by mail and to channel the information packets to their clients.

3. The field agents in Project INFORMS are willing to perform the tasks that this project has required. This is in addition to a full time position in the Area Materials Center. It needs to be noted that much of the success of the field operation has been a result of efforts on the part of these field agents. Although the Information Network is another service the field agent can offer to his client, this is an added responsibility for each individual. They have been most cooperative in performing these tasks considering the limits on their time. These tasks have been accomplished by several methods.

   A) Training and encouraging others to perform these tasks.

   B) Willingness to work hours in addition to a regular schedule.

   Because of their capability, cooperation and effort the range of services provided has increased.

Events:

The INFORMS workshop proved to be a most significant event. All field agents in each of the pilot centers attended the one day workshop held at the State Office Building. Concerns were presented about the quality of the information packets and services provided, and how to improve upon each. The field agent's role with follow up to the EIC training process was discussed. A narrative evaluation to date of Project INFORMS was presented by the PRE (Planning, Research and Evaluation) Division of the Department of Public Instruction. Ideas regarding future plans were expressed and included a follow up report from Project Monitor, Mr. Robert Chesley.

Because of the favorable comments received from the participants, this could well become a future scheduled event.

5. Dissemination Activities (efforts to inform others about your services):

1. An article appeared in the April, 1972 DPI Dispatch about Project INFORMS. The DPI Dispatch goes to every teacher throughout Iowa. Two of the pilot centers, Cedar Rapids and Des Moines, distributed brochures to school personnel in their areas. Samples are enclosed (see Appendix V).

2. A presentation explaining the services of Project INFORMS was given at the Iowa Educational Media Association in April. Members of this association consist of librarians, audio-visual people, and media-specialists throughout the State of Iowa.

3. In April a presentation was given to Area IX superintendents. In May a presentation was given to Area I local school representatives that had been selected by their administrators.

Several pieces of correspondence have been received because of these dissemination efforts.

6. Planned Activities for the Next Three Months:

1. It is anticipated that steps 7 to 3 (see Appendix III) will be implemented during the next quarter in relationship to computer searching. It is also hoped that by the end of the next quarter new forms will be devised in regards to the information packets.

2. Extensive work will be done in the writing of an extension proposal to Project INFORMS. A tentative deadline for a revised project application has been set for September 1. A Letter of Intent will be filed according to specifications listed in the draft pertaining to the Educational Extension Program. A coordination of efforts for this accomplishment will be made with the PRE (Planning, Research and Evaluation) Division.

3. A monthly bulletin is being designed to be issued to the field agents and interested personnel. This bulletin will list subject area of searches completed from each of the pilot areas. It will also include noteworthy items relating to Project INFORMS.

4. With the opening of school in September, requests have been received for INFORMS staff to participate in preschool workshops to describe the services of Project INFORMS.

5. Plans are still tentative regarding the establishment of an active file of exemplary educational programs throughout Iowa. Cooperation in this effort will be forthcoming from the Planning, Research, and Evaluation and Curriculum - Supervision Division of the Department.

6. Last but not least, it is hoped we can continue to improve the quality of services we are providing through the requests handled.

7. Other Comments:

Event Calendar

April 6-8	Presentation made at Iowa Educational Media Association.
April 13	Presentation made at Area IX Superintendent's meeting.
April 27	Consultative work with Area XI field agent. Installation of microfiche printer-processor.
May 8-9	Presentation made at Area I Media Center. Consultative work with Area VII field agents.
May 10-12	Participated in National Dissemination Conference Columbia, South Carolina.
May 18	Consultative work with Area XIII field agents.
May 24	Addition to staff - Mrs. Betty Mericle, Clerk III.
May 25	Presented Computer Service Concept to Department of Public Instruction personnel. Visitation by Mr. Robert Chesley, National Center for Educational Communications, Project Monitor for INFORMS. Inservice meeting held at INFORMS center for all field agents.
May 26	Project monitor and project director consult with a user of INFORMS service in Area VI.
June 2	Inservice work with Department of Public Instruction personnel, Mr. Vern Carpenter.
June 9	Meeting with Department of Public Instruction Educational Renewal Committee to present Educational Extension Program concept.
June 15	Visitation to center by Superintendent Elgin Allen, Algona, Iowa.
June 20	Visitation to center by Superintendent Robert Matney, Mingo, Iowa.
June 22	Inservice work with Department of Instruction personnel, Mr. Robert Ford.

Report submitted by Mary Jo Bruett

(Miss) Mary Jo Bruett
Referral Specialist

Date JUN 26 1972

APPENDIX IV

ACTIVITY LEVEL REPORT
April, May, June 1972

and

SEARCH TOPIC AND NUMBER OF REQUESTS
January 3, 1972 - June 30, 1972

Information Requests (for Information Packets only)	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
AREA I					7	1							8
AREA V				1	3								4
AREA VI				4	3								7
AREA VII				1		3							4
AREA VIII						1							1
AREA IX				3	7	2							12
AREA X					2	2							4
AREA XI				1		3							4
AREA XII					2	1							3
AREA XIII					2	1							3
AREA XV				2	1	3							6
OTHER					1								1
DPI STAFF				1		2							3
TOTAL													60*

* This total represents only the number of Information Packets sent to clients as a result of searching all available sources. This total does not represent the number of requests for specific ED numbers, magazine articles or PREP reports.

SEARCH TOPICS AND NUMBER OF REQUESTS
January 3, 1972 - June 30, 1972

Administration

Administrative Personnel	
Breakfast Programs - Lunch Programs	1
Building Facilities	1
Bus Routing	1
Differentiated Staff	1
Educational Finance	
Educational Innovation - Rural Schools Rural Education - Small Schools	1
Extended School Year - Year Round Schools	2
Federal Programs - Iowa State Department of Public Instruction	
Flexible Scheduling - Scheduling	6
Inservice Teacher Education	2
Micro-Teaching - Teacher Education	
Open Plan Schools	1
Performance Contracts	2
Staff Utilization	
Student Teaching	1
Superintendent Role	1
Supervision	
Elementary School Supervisors	1
Teacher Evaluation	1

Curriculum

Career Opportunities	
Curriculum - General	
English Curriculum	1
Geography	4
Health Education	5
Home Economics Education	1
Industrial Arts	
Mathematics Curriculum - Practical Mathematics - Secondary School Mathematics	4
Music Education	1
Reading Programs	7
Instruction	2
Remedial Reading Programs	1
Safety Education	1
Science Curriculum	3
Elementary Science Study - Science Curriculum Improvement Study	
Vocational Education - Career Education	7

Teaching Techniques

Audio-Visual Aids	1
Behavioral Objectives	1
Elementary School Curriculum	1
Cable Antennae T.V.	1
Computer-Assisted Instruction	1
Enrichment Programs	2
Environmental Education - Nature Centers	
Grade Prediction	1
Individualized Instruction	2
Spelling	2
Information Centers	2
Interpersonal Relationships	1
Learning Activities - Teaching Procedures	2
Library	4
Low Achievers	1
Mini Courses	1
Mobile Classrooms	
Nongraded System	2
Outdoor Education	1
Pass-Fail	4
Programmed Instruction - Programmed Materials	2
Small Group Instruction	
Team Teaching	2

Student Related Questions

Continuation Education - Drop Out	1
Drug Education	1
Learning Disabilities	3

Instructional Levels

Early Childhood	1
Early Childhood Education	4
Kindergarten	5
Middle Schools	
Higher Education	

Other

Change Agents - Field Agents	
Compute(Prefix) - Information Retrieval(Text) - Information Systems (Text) - Librar(Prefix)	
Correctional Education - Prisoners	1
Educational Checklist	1
Migrant Children - Transient Children	
Urban Education	1

FIELD AGENT INFORMATION

TIS

TEXAS INFORMATION SERVICE--A CONCEPTUAL DESIGN

Introduction

The purpose of the Texas Information Service (TIS) project is to develop and field test for the Texas Educational Renewal Center (TERC) system an information system which will deliver in-depth educational information from national, state, and local sources on demand to Texas decision-makers and practitioners. The plan for the TIS central unit and delivery system is based upon needs identified by TERC, Teacher Centers, and educational renewal centers, and upon a survey of information resources and services now available in the Texas Education Agency (TEA) and the twenty regional Education Service Centers (ESCs). The survey indicates that TEA and the ESCs respond to the information needs of their own staffs and the schools they serve within the limits of their varying resources of staff and materials. TIS can provide additional services and resources to extend and strengthen their present capability to respond to specific requests. By providing easy access to a more comprehensive collection of information sources than is presently available to these institutions, with a systematic means of retrieval, packaging, and delivery of information in response to individual requests, TIS can support the dissemination and developmental activities of Teacher Centers, renewal centers, the Agency, and Service Centers. TIS will not function as a separate organization, but instead will work in close cooperation with these existing institutions to develop an additional service, with staff members of these institutions serving as the essential elements of the delivery system.

Since planning for TIS is from a state perspective rather than a local or regional one, a Task Force comprising representatives from TEA, Teacher Centers, and Education Service Centers has been formulated to advise in the development of the state-centered TIS project. This paper presents a conceptual design outlining the functions of the TIS central unit and delivery system and concludes with a description of the model to be field tested in a Teacher Center.

TIS Central Unit Functions

Resource collection and management. The central unit of TIS, located in Austin, will be responsible for continuously acquiring and maintaining a comprehensive collection of resources of professional educational information. These resources include

1) the ERIC indexes and microfiche collection, NCEC packages, reports of products and programs of the national R&D centers, regional education laboratories, and other out-of-state institutions and organizations;

2) descriptions of commercially developed programs and products;

3) a centralized collection of reports of Texas programs and projects (screened by Teacher Centers, renewal programs, Education Service Centers, and the Texas Education Agency);

4) a centralized collection of human resource information (recommended by the above, see "3"); and

5) journals and reference books to supplement those available in the area.

Cataloging and indexing of information collected by the TIS central unit will be compatible with the format and language of the ERIC system to facilitate manual and computer retrieval.

Technology. Until the volume of demand for information indicates the need for regional satellite centers, the TIS central unit will centralize the production of information materials to be disseminated via its delivery system. A computer program will be selected and installed in Austin which will retrieve and print ERIC and Texas bibliographic data, as well as THRC program information. Other equipment should include a Xerox machine, a microfiche reader/printer, portable readers, and a microfiche processor/printer. Reproduction on microfiche of the selected documents from Texas programs (see above) will be contracted for commercially.

Responsive information services. TIS will respond to requests from practitioners for in-depth literature searches through an intermediate delivery system of educational extension agents (EEA's) (described below). The central unit's role in the delivery of information is essentially retrieval and production of relevant information in usable form.

Upon receipt of a search request, the TIS central staff will analyze the request and determine the search strategy, i.e., manual or computer retrieval, or a combination of both, which will best meet the requirements of the particular request. After the retrieved citations have been screened for relevance, the TIS staff will package the computer printouts and manually retrieved resource lists for delivery by the EEA's. From this initial bibliographic information, the user will be able to select documents and journal articles which will be available from TIS in microfiche (at no cost, duplicated from the TIS collection), or paper copy (at cost), or directly from publishers.

The primary objective is to provide access to needed information as quickly and inexpensively as possible. TIS will follow up requests to evaluate the usefulness of the information and the efficiency of the service, and to determine how the information was used.

Pre-packaged information services. Texas Information Service will synthesize information on selected topics for targeted audiences as a part of its comprehensive services to Texas educators. Syntheses of information to be included in such packages will address the practical needs of particular user groups, e.g., teachers, administrators, teacher trainers, or parents. Needs will be ascertained from a continuing study of user requests, the TERC project, the results of the Educational Information "Sensing Network" Project of Stanford University, and Task Force advice.

Selection of topics. TIS, with the advice of the Task Force, will select topics for information packages through careful study of program emphases and identified needs of Teacher Centers, Educational Renewal Centers, Education Service Centers, and the Texas Education Agency. Where program emphases of two or more of these institutions coincide, TIS will plan an information package that will be useful to all the programs involved.

Distribution of pre-packaged materials. Information packages will be distributed to the user groups they affect through the Teacher Centers, Educational Renewal Centers, Education Service Centers, and the Texas Education Agency depending upon the pertinence of the package topic to programs and activities of these institutions. Potential users will also be made aware of pre-packaged materials through the circulation of a catalog of available TIS materials.

Information package contents. The contents and format of information packages will be determined by TIS with the advice of the Task Force. Information packages will consist of both substantive and reference materials of practical value to the user group addressed. Substantive information included in the pakcages may take any of the following forms:

synthesis papers
summary papers
reprints
microfiche duplicates of documents
diagrams or drawings (for use as transparency masters).

Reference materials will include such items as:

bibliographies (with annotations)
lists of program resources
lists of human resources accessible to Texas educators
lists of instructional materials and their sources.

Packages developed by TIS will contain a list of package contents with suggestions for their use. Each item in the package will be designed as an independent unit in order to increase flexibility in package use.

Finally, packages will contain a feedback form designed to collect information for TIS on which portions of the package were most useful, to what user groups materials were distributed, and how many copies were made. This form will also solicit suggestions for future package topics and serve as a guide for TIS followup services.

Delivery System for TIS services

To effect utilization of information, a linkage system between professional resources (TIS) central unit and professional users must be built. Interactive communication and support, as the user of information moves through the process of change from the level of awareness to decision-making and finally implementation, will be provided by the delivery system. Educational extension agents (EEAs) located in a close living and working relationship with educators in the districts they serve, are the key figures in linking TIS resources with the users.

Educational extension agents (EEAs). As a component of the renewal strategy, the EEA system will be designed to help educators benefit from successful programs and practices developed elsewhere. As linking agents, knowledgeable about where resources are available and how to tap them, EEAs will be members of the staff of the institution where they are located (Teacher Centers and ESCs). In some test sites, the EEA position will be full-time, funded by USOE; in other sites, a staff member who already serves in another role (e.g., information dissemination, librarian, consultant) will assume the additional role of EEA. The basic core of information will come from the retrieval services he requests from the TIS central unit. The EEA will augment this information from local sources.

The EEA will assist the user to derive implications for action from the information provided or to select the most promising alternatives. He will also follow up to see what additional information, sample materials, consultant and technical assistance, or other aid may be necessary to implement agreed-upon solutions. At this point the EEA will be able to enlist the assistance of the staff of the institution within which he works to put knowledge into practice.

A further role of the EEA will be to alert Teacher Center and service center staffs and the TIS central unit to developing general concerns which he discerns among his users, to provide guidance to these institutions as they plan their programs and services. In addition, he will identify local products, exemplary programs and practices, and human resources which will be evaluated by TIS and TERC for inclusion in the TIS data bank.

Priorities among user groups. Educational renewal has two components: *intensive*, in renewal sites which focus program resources on identified target groups; and *extensive*, through a statewide information service to provide up-to-date information about exemplary programs and practices to the broad spectrum of educators in the Texas Education Agency, Education Service Centers, Teacher Centers, and local school districts.

Priority in providing services will be given to those requests for information which will have the greatest impact for significant change in educational practice. For example, a request from a Teacher Center or ESC staff consultant for information to help plan an inservice program for teachers in affective education will take precedence over a request from a classroom teacher desiring information on how to help her students express their feelings.

At the state level, TIS will provide assistance to the professional staff of the Texas Education Agency. A member of the TEA Resource Center staff, trained as an information consultant, will work with the staff in utilizing to the fullest extent its own resource collection and the retrieval capability of TIS.

In providing services to the wide audience of educators across the state, first priority will be given to requests from Education Service Centers and Teacher Centers, because of their commitment to change based upon assessment of needs in local areas. These requests will have the advantage of being coordinated with program planning which will affect a large number of practitioners in pre- and inservice programs.

As TIS resources permit, TIS will respond to requests from school districts and individual administrators and teachers. These requests will be channeled to TIS through the EEA located in the local area.

Determination of sites for the TIS delivery system. Initially, the TIS delivery system will be field tested in two settings: the Texas Education Agency and selected Teacher Centers where good working relationships have been established among the participating institutions (i.e., local school districts, Education Service Center(s), and institution(s) of higher education). EEAs in these sites will provide linkage to information resources and technical assistance for practitioners in the participating institutions.

Following evaluation and modification of the procedures developed to coordinate the relationship of the TIS central unit and the EEA in the field, additional EEAs will be selected and trained to serve in similar Teacher Center sites and in the network of twenty regional Education Service Centers across the state. Delivery of information through the overlapping networks of Teacher Centers and service centers, using full- or part-time EEAs, will facilitate the effective utilization of educational information by practitioners in settings which can provide the support necessary for change.

Organizational patterns for the delivery system. The governing principle in the development of the delivery system and the EEA role and the determination of how an EEA will function in any local site is that the delivery system will provide the necessary ease of access to information and the person-to-person relationship essential to convert information into practice. Several alternatives among organizational arrangements could be developed, according to the needs and resources of each delivery site.

Full-time EEAs. When full-time EEAs are available, one such person per delivery site (either a Teacher Center or Education Service Center) will be able to sustain the information services in the area where he is assigned. The EEA will establish direct relationships with administrators and teachers in the site schools and staff members of Teacher Centers and service centers. The EEA will set up the means for direct communication between users and himself so he can assist in defining their information needs and refer their requests to the TIS central unit for retrieval. He will be able to provide liaison between practitioners and the technical assistance available in Teacher Centers and service centers which can help implement decisions once the information has been reviewed and alternatives explored.

Part-time EEAs. Until full-time EEAs are funded for selected sites, however, and in Teacher Centers and service centers which do not have a full-time EEA or are too large to be serviced by one information consultant, part-time EEAs must be utilized.

In these cases, professionals already on the staffs of schools, colleges, or service centers, with diversified roles such as consultants, teachers, librarians, or principals, might be identified and trained to assume the additional role of information consultant to make TIS services easily accessible to their colleagues. Serving a small number of schools or even a single building, these part-time EEAs would perform the same functions as a full-time EEA, but on a much smaller scale. For example, a EEA serving one to three or four school buildings would make TIS services known and available to the teachers and administrators and be the liaison between the users and the technical assistance provided by the school district or regional centers. An ESC staff member or college of education designee would provide the linkage between their colleagues and TIS.

The relationship to TIS of the several EEAs in a particular delivery site might be independent, or coordinated through an EEA in the Teacher Center or Education Service Center, who would be responsible for helping to identify and train local EEAs and for assisting in the public relations and followup activities in the region.

Conclusion

This design for the operation of the Texas Information Service through a coordinating central state unit and a delivery system is intended to put in-depth information on tested programs and practices within the reach of practitioners and decision-makers over the state. Basically it will consist of a state-centered unit responsible for information retrieval and synthesis and for coordination of the delivery outlets in Teacher Centers and Education Service Centers. The system will expand gradually as the design is tested and modified. And as the volume of information services grows, it may be necessary to explore the feasibility of replication of retrieval functions in satellite regional centers, with the TIS central unit remaining the coordinating unit for the statewide information system.

TIS

INFORMATION CONSULTANT TRAINING

Synopsis

1. Review of TIS [Presented as a brief talk]
   a. Objectives--Audiences
      GOAL: Through a system of delivery and feedback, to provide the information base for the development and installation of improved and innovative educational practices in the State of Texas in cooperation with the Texas Education Agency and the Texas Educational Renewal Center (TERC) project.

      OBJECTIVES:

      1) To devise means of efficiently and effectively meeting the information needs of TIS identified audiences.

      2) To develop means of continually monitoring audience needs and ways of remaining responsive to these needs.

      3) To utilize national, state, and local information resources and cooperate with existing information services.

      4) To effect appropriate vehicles for delivery of information packages which will support educational change.

      5) To plan, develop, test, and modify the system through which TIS will deliver information services in Texas.

      6) To train service-oriented information specialists for the statewide delivery network of TIS.

      7) To develop the bank of information resources which will enable TIS to meet the information needs of its clients.

      8) To acquire the equipment necessary for the acquisition, storage, retrieval, and dissemination of information.

      9) To support the design and implementation of a mechanism to evaluate the effectiveness of TIS in providing information to support the process of change.

AUDIENCES:

TARGET AUDIENCES	ROLES	POSITIONS
Teacher Centers	T.C. planners, trainers, consultants Participants in T.C. programs	Teachers Administrators Supervisors ESC Professional Staff College/Univ. staff Student teachers Paraprofessionals Community
Education Service Centers	Planners, consultants, trainers	Professional staff Teachers Administrators Supervisors Community, etc.
Texas Education Agency	Planners, consultants, disseminators	Professional staff
Individuals (Outside T.C.'s and ESCs)		Teachers Administrators Supervisors H.Ed. faculty Students (H.Ed.) Paraprofessionals Lay Groups School boards Industry Church, etc.

b. Resources available
   1) ERIC materials
      ERIC microfiche files
      RIE resumes available via computer access
      RIE indexes
      CIJE
      Thesaurus of ERIC Descriptors
   2) Miscellaneous Documents indexed using ERIC descriptors (Including information on TERC 9-Products)
   3) CEDaR Catalog
   4) ALERT; Westinghouse Learning Directory
   5) 16 Educational journals
   6) TIS on-shelf materials (hand-search bibliographies; prepackaged materials)
   7) Brochures and newsletters
   8) To be developed: a file of Texas program, product, and human resources

c. Services and products

1) *Pre-packaging.* Packages of practical materials for teachers, administrators, teacher trainers, community members. Each package is on a topic of wide interest to educators in Texas. Packages include reference materials (bibliographies, materials lists, program lists) and substantive materials (summary and synthesis papers, journal article reprints, transparency masters). These packages have been distributed to all ESCs and TCs as well as TEA Resource Center Library. All packages have carried permission to reproduce any or all parts.

   Completed packages:

   Individualized Instruction--with an IGE Supplement

   Minicourses (materials on Minicourses 1, 2, 5, 8, 9)

   Quarter-System in Texas

   Projected package: Performance-Based Teacher Education

2) *On-demand searching and packaging.* When a request for an information search is received, TIS first determines the most appropriate search strategy. If specific in-house materials will not answer a request fully, TIS uses the computer program to search ERIC files. This computer search may be supplemented by a hand search of the TIS in-house resources listed above. Computer output of RIE resumes and documents from the in-house collection are reviewed and evaluated for relevance. Only materials relevant to the user's request are included in the package delivered to the user.

3) *Delivery of documents--MF and HC.* After the package has been delivered to the user, he may request through TIS microfiche copies of the full documents to which he has found references in his package. TIS will supply documents on microfiche (MF) free of charge. Paper copy (HC--hardcopy) of documents in the TIS collection may be borrowed or used at TIS offices. Paper copy of other documents and of journal articles cannot, at this time, be supplied by TIS. These must be ordered by the user from EDRS (ERIC Document Reproduction Service) or the publisher or borrowed through inter-library loan.

4) *Access to technical assistance.* When TIS files on Texas programs, products, and human resources have been developed, this information will be available on request. Also, information consultants (in ESCs, TCs, and TEA) will be asked to collect information regarding technical assistance available in the region or institutions in which they are located. Access to specialists and to programs in operation should be available to users considering implementation of a program or practice on the basis of information provided through TIS.

2. TIS organizations and functions [Verbal presentation]
The TIS network will consist of a central unit located in Austin and a delivery system network which will function through information consultants (part-time or full time) located in TCs, ESCs, and the TEA.

a. TIS Central Unit functions

    1) Acquisition

        a) Acquire and maintain special collections and comprehensive reference collection.

        b) Coordinate and maintain statewide human and program resource files.

    2) Retrieval

        a) Retrieve information to respond to requests received by information consultants in the statewide network.

    3) Packaging

        a) Package information in areas of general concern (TIS prepackaged materials)

        b) Package materials to respond to individual user requests.

    4) Coordination of state network

        a) Coordinate, evaluate, and publicize TIS network of resources and services.

        b) Identify statewide needs in cooperation with TERC and TEA.

b. Delivery system network functions (in TCs, ESCs, and TEA).

    1) Provide interface between users and TIS resources through trained information specialists (problem definition, retrieval, and delivery of information).

    2) Identify and evaluate local human, program, and printed resources for inclusion in the TIS resource bank (local and state).

3) Perform retrieval activities according to resources of the local center or transmit the request to the central office.

4) Maintain educational reference collection.

5) Identify needs of the local TC or ESC, and other local users; train users in problem identification and information utilization.

6) Perform followup services with users to determine efficacy of the service and uses to which information was put.

c. Role of the information consultant

1) Public relations in the area. (suggestions)
   a) Contact key persons and publicize service in ESC, TC, or TEA
   b) In schools--Secure support of superintendents, building principals
      --Publicize TIS service in required inservice programs in the schools
      --Participate in faculty meetings during the school year
      --Contact department chairmen and participate in departmental meetings
      --Designate a person on the staff to receive all requests for that school and transfer them to the Information Consultant
      --Talk with teachers in lounge

2) Question negotiation--Helping the user clarify his question both for himself and to assist TIS in retrieving precisely what he wants and needs. (Methods for negotiating questions will be dealt with in detail later in this training program).

3) Delivery of information--Assisting the user in interpreting and using the information returned to him in response to his request. (Methods will be outlined later in this training program).

4) Access to technical assistance. The information consultant will act as liaison between the user and the specialist (on the TC staff, ESC staff, in the college or university, or in TEA) who can help the user implement educational programs and practices which he has selected from the alternatives presented to him in his information package.

5) Analysis of needs for TIS, TC, and ESC. As a result of functioning in this role, the information consultant will be in an especially advantageous position to identify needs of educators in his region. Some of these needs may be effectively met by local ESC or TC programs; others may be information needs which TIS Central can address (perhaps through its prepackaging function) or identify for TEA or TERC as needs that can best be addressed at the state level.

6) Identification and use of local resources. The Information Consultant should know what information resources are available to him locally and should use these resources routinely in answering requests. In this manner, ready-reference and quick-reference requests may be handled locally, with requests for in-depth searches referred to TIS for retrieval.

3. Search techniques [ERIC transparencies; Simulation]
   a. ERIC
      1) Introduction to ERIC (RIE and CIJE)
         a) Types of information in ERIC (see transparency 1)
         b) Sources of information for ERIC (see transparency 2)
         c) Clearinghouses' specialized areas/functions (see transparencies 3-4)
      2) Using ERIC [Present transparencies; then ask each trainee to conduct a brief hand search through RIE and CIJE. Use questions from completed searches on file or ask participants to bring questions for this activity].
         a) Thesaurus--coordinate indexing (transparencies 5-10) Indexing system which allows the searcher to pinpoint relevant material using index terms. Coordinate indexing also is the basis for the ERIC computer program which will be discussed later. For example, to illustrate how the concept works, let's say you want information on curriculum for middle schools. You look under curriculum (and related descriptors) in the RIE subject index and list numbers and then under middle schools and list numbers. Those numbers that appear in both lists will satisfy your request.
         b) Subject, author, institution indexes in RIE (see transparencies 11-14)

            c) Clearinghouse organization in RIE. (Refer to any monthly RIE). Resumes appear under the clearinghouse that entered them. Often for broad subject searches it is useful to look through all listings under the appropriate clearinghouse.

            d) Resumes (see transparencies 15-18)

            e) Microfiche (MF) and hardcopy (HC)--(see transparencies 19-20)

            f) CIJE organization and journal availability (see transparencies 21-27). TIS presently cannot make journal reprints available on demand since only one-third of the journals are available in Austin. Journal articles must be acquired from local collections or through interlibrary loan. Journal articles are not available from ERIC in microfiche or hardcopy.

            g) Information flow in ERIC (see transparencies 28-29).

        3) Computer application of search strategy (see transparencies 30-31)

    b. Other TIS resources (see transparency 32).

4. Forms [distribute copies to participants and explain their uses]

    a. *Question negotiation form.* To record search requests and pertinent data about person requesting, restrictions on the request, and how the request was answered.

    b. *Quick reference form.* To record data regarding those requests for information that can be answered without an in-depth literature search.

    c. *Evaluation form.* To assess the value to the user of services provided in responding to his request. (Sent by TIS Central)

    d. *Request record log.* (See transparency 33). To provide a record of requests received, those in process, and those completed. This gives the Information Consultant a quick method of determining "where he is" at any time. It also serves as a monthly report to TIS Central on requests received and handled.

e. *Public relations record log.* (See transparency 34) To record all public relations activities undertaken by the Information Consultant. This record will help the consultant conduct public relations activities in a systematic manner. It will also serve as a monthly report to TIS Central of public relations activities in the consultant's area.

5. Record keeping [Using forms explained in part 4 above]
   a. Request record log
      1) Record all followup actions, e.g., workshops you told user of, specialist you put him in contact with, additional materials you helped him acquire.
      2) Send copy of log to TIS monthly. This will constitute your monthly report of requests and activities in connection with them.
   b. Question negotiation form
      1) One copy to TIS. (To initiate TIS retrieval of appropriate information).
      2) One file copy for information consultant. (To help him maintain records to supplement your request record log).
      2) One copy to appropriate institution (school, ESC, or TC). The "appropriate institution" is the one that can best help the user meet the need he expressed in his request. (May be a specialist on ESC staff, a TC staff person, or the building principal).
   c. Public relations record log
      1) One copy monthly to TIS Central (Public relations log and request record log constitute monthly report to TIS).
6. Question negotiation procedure [Role-play exercise]
   a. Establish rapport with client. To really help a client specify his problem the Information Consultant must gain client confidence by being friendly and non-threatening.
   b. Describe the client (position, institution, etc.) for records
   c. Ask client to describe the problem area
      1) How the information will be used--its purpose.
      2) Expand, qualify, narrow the question for search (e.g., What types of individualized programs are you interested in? Programmed instruction materials? Computer assisted?)
      3) Define ambiguous or unclear terms to the satisfaction of client and consultant.

        4) Agree on list of 5-10 key words (ERIC descriptors if possible).

        5) Establish age/grade levels, subject area, etc. (Agree on restrictions to be placed on the search.)

        6) Restate the problem to reach consensus.

    d. How much information is needed? (Too much can bewilder client; not enough can leave him dissatisfied).

    e. What kind of information needed? (e.g., descriptive, quantitative, literature review, program/human resources).

    f. What searching has the client already done? Needless duplication can be eliminated and the client can be spared the frustration of seeing again references that he already knows about.

7. Delivery of information to the client. [See "Guidelines for Conveying Information to Client" and accompanying materials].
    a. Review briefly the client's request

    b. Describe contents of the package being delivered

    c. Discuss limitations of the package

    d. Review recommendations and conclusions

    e. Seek client's reaction

TO ALL AGENTS Utah- TAIS

A Request or Informational Inquiry is a description of an area of doubt from a client in which the question is open ended, negotiable and dynamic.....

This definition implies there is no "one" correct or ready made answer to the client's question. The Technical Assistance Information Service provides a "one stop" educational information and reference center that offers a wide variety of informational forms and resources to fill the user's needs.

Hopefully the information provided will suggest many alternatives for decision making or further searches.

Resource acquisition is appropriate at any point in the change process--diagnosis, awareness, evaluation before trial, trial, evaluation after trial, installation and maintenance, or when additional facts, ideas or materials are needed to help the client make a decision or understand the situation more fully.

It is hoped that through our services the USER would learn to be a change agent himself:

By developing a positive attitude toward innovation
By attempting to facilitate change if and when desirable
By being active in seeking external resources when necessary
And by being optimistic about the future of education.

Please study carefully the enclosed quidelines and forms so that our valuable time this year may be spent getting the information into practice rather than working out procedures.

RC Number

Subject

File Name (Requester)

Center No.________________ R. C. No.________________

First Request Yes_____ No_____

Name of Requester________________________________Title________________

School/Office/District________________________________Phone________________

Address________________________________City________________Zip______

DATES TO:			RETURN TO:			
Original	RC	Eric-Other	RC	Agent	User	Follow-up

Did the request come directly from the requester? Yes___ No___ Was there a go between?

Name and Position____

Submitted to Ref. Center by: Form______ Telephone______ In Person______ Letter________

1. Please state in your own words the information you seek. You may want to word your area of concern in a question form, define your understanding of key concepts or underline key words. Educational Area:________________________

Age or Grade__________. Be as specific as possible.*________________________

____

____

____

2. Main use for information (e.g., curriculum revision, research proposal, etc.)___

____

3. Please indicate the type of information desired. (Please check or fill in.)

ERIC SEARCHES: See Indexes.

CATALOG Search No.____________________CATALOG Issue No.____________________

CATALOG Title____

PET (Packets of Education Topics) Topic Category________________________________

Packet Title(s)____

CAP (Current Awareness Profile) No.______________CAP Title____________________

____

SID (Indiv. Search in Depth) Include SID form________________________

OTHER SERVICES:

Technical Assistance____________________PREP #____________NCEC____________

Bibliographies: Type______________Program Surveys: Subject & Level____________

Microfiche________________________________Other________________________

MATERIALS SUPPLIED:____________________MF____________HC____________

Any Action taken by Agent or Reference Center. Explain:________________________

____

____

____

____

____

EVALUATION COMMENT:____

____

*Please use a separate form for each request.

EXPLANATION OF LOG SHEET

1. Center Number & Reference Center Number	The number given each request by the regional center. Begin with 1. When requests are returned, please put the number given the request by the Reference Center on the lower line, for future reference. The heavier line will indicate one request space.
2. Dates	To: Can be used for ERIC requests sent to RC; requests for information, etc. from the RC, or materials circulated from the regional center or agent. From: Can be used for ERIC requests returned to Center, materials sent from the RC, or other items returned to regional center or agent.
3. Requester: Position School Request	Requester's name, last name first. Position identified by an initial, if possible. S--Superintendent; P--Principal; T--Teacher; C/D--Coordinator/Director; Sp--Specialist. If other, write in. School: Requester's school. Bottom line: Request is the major topic the requester would like information on. The request itself. Abbreviate when possible.
4. Grade Level:	i.e., preschool, elementary, secondary, grade 1,2,3,etc.
5. District:	The district the school of the requester is in.
6. Materials Supplied:	ERIC--for individualized searches returned, write in SID Number, e.g. 3674-SID. CAP, PET AND CAT will be identified under the request above, use A.O. for As Ordered, if product is the same item. If not the same list. OTHER--Can be used to record anything sent from the Center, such as a Prep Kit, NCEC Bulletins, a book, a Title III product, or microfiche. If used for microfiche, just indicate the sets of MF sent out. The individual numbers etc., should be listed on the microfiche record.
7. Use:	If use is known, this would be helpful. Any monthly highlights might be added here.

These sheets are to be copied and sent to the Reference Center on the last day of the month. These will be used in developing the monthly report. Copies of "local" requests will be sent to the Reference Center with the log copies. These two sets of information will be used to give an accurate total of requests per agent; provide the evaluation information necessary and will give the Reference Center information on materials etc. in centers for use in cases of similar requests.

______________Service Center ______________Month

(1) ent. No. & .C.No.	(2) Dates	(3) Requester, etc.	(4) Grade Level	(5) District	(6) Material Supplied		(7) USE
					ERIC	OTHER	
	To:						
	From:						

LOCAL REQUESTS

A "local" request is one that is fielded by the agent in his own center with his own resources. It will be at the agent's descretion in the future to decide the status of "local" requests, for recording purposes. Please keep in mind that in the past "local" requests have been time consuming activities, of which few project personnel were aware. These were very rewarding and viable activities.

Word of mouth recommendations, simple directions, a known book, or a word of encouragement need not be recorded per se, but the agent's recommendations will be seen in the subsequent, recorded requests.

Any request for information handled by the agent that takes considerable time, physical and mental effort, acquisition of materials or other follow-up should be placed on the TAP User Request Form, recorded in the log by the secretary, a copy kept for the agent and three copies sent to the Reference Center.

Please become familiar with the secretary's check list, so she can assist you effectively.

PROFILE USE

The secretary records the returned materials, and gives them to the agent. The agent should review the original request and should familiarize himself with the abstracts not just for the purpose of eliminating any irrelevant abstracts, but 1. to familiarize himself with research in the requester's area and 2. to be able to determine those reports that present new ideas, alternatives or different approaches to the subject. The original relationship phase becomes one of learning, reacting, studying and experimenting together.

ENCOURAGE THE CLIENT TO READ THE USER SHEET.

COLLECT THE DOCUMENT REQUEST FORM. MAKE A COPY FOR YOUR FILES. SEND TO REFERENCE CENTER.

NOT AVAILABLE

The documents listed Not Available are not available from ERIC. The agent should assist the requester by providing the source and ordering information. The documents may be obtained through library channels or ordered directly from the publisher. Sometimes they are free or very inexpensive. The project will provide documents in MICROFICHE form. Hardcopy (paper) documents can be very expensive and will be purchased by the requester. The secretary in the Center may do any ordering that needs to be done. It will be faster for the client than going through the Reference Center. Whatever is ordered should be recorded, however.

Availability Information is found in the monthly RIE journals. If the ED number is above ED031605-January 1970, the document may be looked up in the RIE'S in the regional Center. If below this number, call the Reference Center for source and cost.

Be cautious in recommending to the requester that TAP will provide several pages of hardcopy. At present, we are not planning on doing too much of this. Let's see if we can get the information into use, rather than becoming a copying service.... There will be more development in this area this year.

FICHE

The Agent should designate the number of fiche desired if the requester lists a great number.

New ideas or other searches may come from reading the abstracts and the "fiche" documents. The secretary's instant search can be very helpful here also.

The Agent should devise a strategy for making the document research information palatable. Some ideas are given on page 95 of A Guide to Innovation in Education by Havelock.

Good luck in the second year of operation. REMEMBER THE REFERENCE CENTER IS AT YOU AND YOUR CLIENT'S SERVICE.

AGENT:

1. The Agent takes the request from the client. The Agent selects and underlines the key words. (Key words are the important, subject words in the request).
2. The Agent looks up the key words in the Rotated Descriptor Display. (The Rotated Descriptor Display is an alphabetical index to all words that are used as descriptors in the ERIC Thesaurus and is the last section of the Thesaurus). The Agent selects those descriptors that most closely match the key words and the intent of the requester as only he knows it.

DESCRIPTORS:

3. The Agent turns to the Thesaurus Descriptor Listing beginning on page 32 of the Thesaurus. (This lists the descriptors in alphabetical order, by columns on each page.) He scans these entries. He may select Broader Term--BT (a more general concept), a Narrower Term--NT (a more narrow interpretation) or Related Term--RT (informs one of the existence of a related descriptor). Zero in on the descriptors that fit the request and write terms below, noting if BT, NT, RT. List these under the above descriptors in the columns below.

* * * * GALS TAKE OVER * * * *

STEP 1: Turn to Subject Section of Research in Education, RIE. Look up the descriptor terms the agent has identified as most significant. Write down the ED number of the titles that look most relevant to your needs. Keep these in the columns under the descriptors they relate to.

ED	ED	ED	ED
ED	ED	ED	ED
ED	ED	ED	ED
ED	ED	ED	ED

STEP 2: Look up the Resume (full article including the abstract) by ED No. in the RIE Res section--first section of RIE. Read the abstract quickly. Does it fit the request? Yes--Xerox page and highlight resume. No--try other ED numbers and repeat process. Please star (the ED's you Xerox.

STEP 3: Finish looking up the other ED numbers according to Step 2.

STEP 4: CIJE (Current Index to Journals in Education). Use the above descriptors and turn to the Subject Index. Turn to the Main Entry Section. Find the title and annotation; read and list pertinent titles and source and page no. found on. Try to keep under above columns.

Remember, this is the first step in this area. The articles must be found and Xeroxed!

STEP 5: Pacesetters (Index of Title III Projects). Look in Pacesetters under subject. Age may eliminate those not applicable before looking up the abstract by ES no. Look up the projects that fit request area. Do whatever is necessary from there . . . list for requester to select most interesting - write to project, etc.

ES	ES	ES	ES

STEP 6: Agent evaluates results of the searches and gives materials to the requester. If he determines additional searches must be made to Boulder, please type descriptors on Boulder form and designate type of product desired. If further information is required from the Reference Center, please send this work sheet to RC indicating what is desired or use Agency Form. Note if a PREP Kit or NCEC materials have been used.

COVER SHEET (EXPLANATION OF TERMS USED ON LOG SHEETS KEPT ON MICROFICHE):

EDO Number	Accession number of microfiche.
NO. Fiche	The number of fiche per document.
Title	The first 22 letters of the title on the microfiche
Sent to Agent Sent to Agency Sent to Other	These three columns designate where the microfiche was sent.
Date Sent	The date the microfiche was sent.
Date Returned	The date the microfiche was returned to the Reference Center.
Evaluation	This column should be checked if the microfiche has been evaluated on the evaluation form that accompanies the microfiche. (See attached sample of evaluation form).
Recommendation	What the evaluation said.
HC	Hardcopy--whether the person has requested hardcopy as a result of the use of the microfiche.

WOULD YOU PLEASE HELP US EVALUATE THIS ERIC DOCUMENT?

ED ____________ Subject: ______________________________

User's Name: ______________________________

Would you recommend it to another person with a similar request?

Yes ___ If not, why not? ______________________________

Did the document? (Please check)

Give a specific answer? ___ Provide guidance for action? ___

Present other alternatives? ___ Present new resources? ___

Offer new ideas? ___ Clarify a problem ___

Did you find the reader easy to use? Yes ____ No ____

Would you like more information? (Please check)

In fiche form? ___ Bibliographies? ___

Programs? ___ Other? ___

Do you now want to modify the original request? If so, how?

____

Any further comments on the service, document or request may be placed on the back of this form. THANK YOU VERY MUCH!

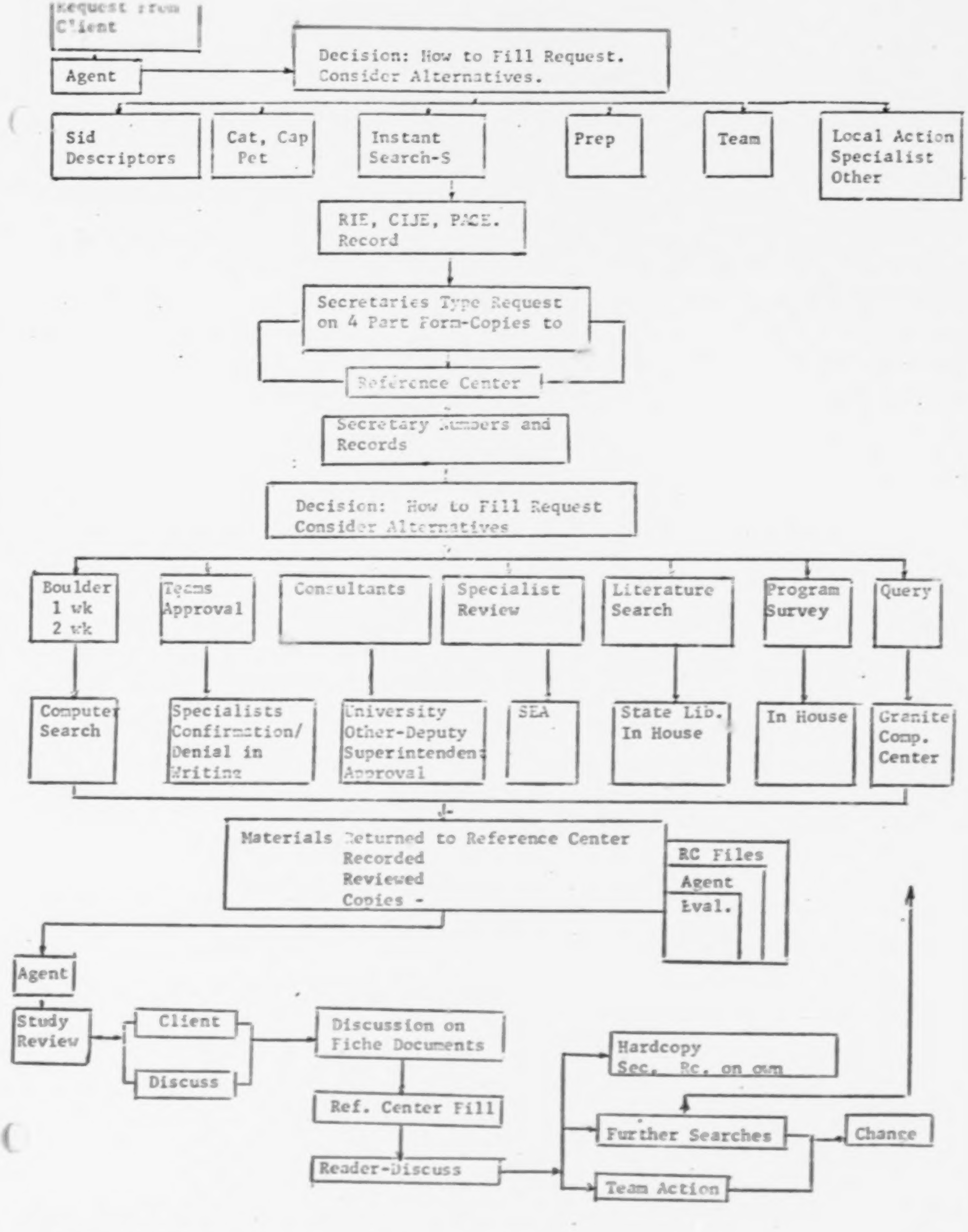
MICROFICHE LOG

EDO NUMBER	NO. FICHE	TITLE	SENT TO AGENT	SENT TO AGENCY	SENT TO OTHER	DATE SENT	DATE RETURNED	EVAL.	RECOMMENDATION	HC

COVER SHEET (EXPLANATION OF TERMS USED ON LOG SHEETS KEPT ON BOULDER REQUEST FORM):

Channel (M.P.T.)	How we received the request form--M=By Mail; P=In Person; T=By Telephone.
Request Number	Is the number on the Boulder Request Form.
Requester and Request	Person submitting request and initial (i.e., S--Superintendent; P--Principal; T--Teacher; C/D--Coordinator/Director; Sp--Specialist. Request is major topic the requester would like information on.
Grade Level	i.e., preschool, elementary, secondary, grade 1, 2, 3, etc.
Resource Agent	The initial of the Resource Agent Sending in the request, i.e., N.K. (Norm Kohler), J.H. (Jerry Hawley), R.N. (Ruth Nielson), B.H. (Bob Hanson).
Date to:	1. Received--The date we received the request. 2. ERIC--The date we sent the request to ERIC. 3. R.C.--The date the Reference Center received the profile. 4. Agent--The date we sent the profile to the agent.
Retrieval Number	The number that Boulder has given the profile.
Evaluation	See attached sample of evaluation sheet. %--corresponds to the first percent listed on evaluation sheet and numbered No. 1. %--corresponds to the second percent listed on evaluation sheet and numbered No. 2. Y-N--Yes-No corresponds with Item No. 3 listed on evaluation sheet.
Follow-Up	MF--The number of Microfiche requested. HC--The number of Hardcopy requested. Other--Other materials requested.
Reference Center Action	a. Material requested/supplied from some documentary information source other than ERIC. Requested ____________ Supplied _____ b. Request referred to individuals on State Department Staff. c. Formation of a technical assistance or consulting team. d. Consultants or experts from elsewhere called in (i.e., from universities, regional resource centers, labs, etc.) e. Direct response from reference center manager. f. Other (please explain).

Date of Action	1. Begun--The date the action was started on action indicated in "Reference Center Action" column. 2. Received--The date the Reference Center received the materials we requested to start the action. 3. Sent--The date we sent the materials to the person who was requesting the action.
CAP	CAP--Current Awareness Profiles
CAT	CAT--Catalog of Computerized Subject Searches in Education
PET	PET--Packets of Educational Topics
SID	SID--Individualized Search in Depth (These are in the right hand corner of our log sheet so we can keep track of how many requests were filled in these different areas).
Comments	For additional comments, if necessary.


Request from Client
Agent
Decision: How to Fill Request. Consider Alternatives.
Sid Descriptors
Cat, Cap Pet
Instant Search-S
Prep
Team
Local Action Specialist Other
RIE, CIJE, PACE. Record
Secretaries Type Request on 4 Part Form-Copies to
Reference Center
Secretary Numbers and Records
Decision: How to Fill Request Consider Alternatives
Boulder 1 wk 2 wk
Teams Approval
Consultants
Specialist Review
Literature Search
Program Survey
Query
Computer Search
Specialists Confirmation/ Denial in Writing
University Other-Deputy Superintendent Approval
SEA
State Lib. In House
In House
Granite Comp. Center
Materials Returned to Reference Center Recorded Reviewed Copies -
RC Files
Agent
Eval.
Agent
Study Review
Client
Discuss
Discussion on Fiche Documents
Ref. Center Fill
Reader-Discuss
Hardcopy Sec. Rc. on own
Further Searches
Team Action
Chance

Flow Chart-Utah Technical Assistance Project Activities.

4500-B137-8/72

INFORMS - Field Agents marked in Red

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Educational Media Section
Grimes State Office Building
Des Moines, Iowa 50319

PERSONNEL IN REGIONAL EDUCATIONAL MEDIA CENTERS
(Revised September, 1972)

Areas	Sub-Agency Chairmen	Regional Media Centers	Contact Personnel	Non-Professional Staff
Area I	Abner A. Hendrickson County Superintendent of Schools Joint County System of Allamakee, Howard and Winneshiek Counties 305 Montgomery Decorah, Iowa 52101 (319-382-3577)	Area I Media Center 305 Montgomery Decorah, Iowa 52101 (319-382-4369)	Ms. Eileen Devine, Director	1 Secretary-Clerk 1 Film Clerk 1 Clerk
Area II	M. C. Martin County Superintendent of Schools Joint County System of Cerro Gordo, Floyd, Mitchell, and Worth Counties Mason City, Iowa 50401 (515-424-5154)	Area II Educational Media Center 2111 South Federal Mason City, Iowa 50401 (515-424-5154)	*Ms. Jean Nilson, Library Clerk *Ms. Helen Welsh, Audiovisual Clerk	1 Library Clerk 1 A-V Clerk 2 Film Inspection Clerk
Area III	William Young County Superintendent of Schools Palo Alto County Schools Emmetsburg, Iowa 50536 (712-852-3666)	Area III Material Center Palo Alto County Annex 110½ Broadway Emmetsburg, Iowa 50536 (712-852-2572)	Ms. Denna Hill, Librarian-Media Specialist	1 Film Clerk 1 Library Clerk 2 Part-time Clerks 2 Part-time Film Inspectors 1 Driver
Area IV	W. K. Price County Superintendent of Schools Lyon County Schools Rock Rapids, Iowa 51246 (712-472-2236)	Educational Resource Center 922 - 4th Avenue Sheldon, Iowa 51201 (712-324-2254)	*Ms. Nadeen Mulhern, Librarian	2 Part-time Clerks 2 Part-time Processing Clerks

Areas	Sub-Agency Chairmen	Regional Media Centers	Contact Personnel	Non-Professional Staff
Area V	John Mecklenburg County Superintendent of Schools Joint County System of Hamilton, Webster and Wright Counties Fort Dodge, Iowa 50501 (515-576-3117)	Instructional Materials Center 1909 First Avenue, North Fort Dodge, Iowa 50501 (515-576-3117)	E. J. Parks, Title II, Director Bob Dunke Director, IMC	1 A-V Technician & Driver 1 Library Assistant 1 IMC Assistant 2 Clerks
Area VI	Dr. Richard Ploeger County Superintendent of Schools Joint County System of Marshall and Poweshiek Counties 9 Westwood Drive Marshalltown, Iowa 50158 (515-752-1578)	Area Six Resource Center 9 Westwood Drive Marshalltown, Iowa 50158 (515-752-1578)	*Ms. Mary Travillian, Director Ms. Sue Soy, Librarian Ms. Kathleen Kollasch, Consultant, Cooperative Network of In-Service Resources (In-WATS No. 800-542-7821)	1½ Library Clerks 3 Film Technicians 1 Film Assistant 1 Driver 1½ Secretaries ½ Graphics Assistant ½ Offset Press Operator/Clerk ½ Business Manager
Area VII	Perry Grier County Superintendent of Schools Joint County System of Black Hawk and Buchanan Counties Box 763 Cedar Falls, Iowa 50613 (319-277-3330)	Area VII Educational Media Center 314 East 14th Street Box 763 Cedar Falls, Iowa 50613 (319-277-3335)	Ms. Beverly Trost, Director-Librarian Harry Budensiek	5 Full-time Clerks 1 Assistant to the Director
Area VIII	Cletus Koppen County Superintendent of Schools Dubuque County Schools Conlin Building 1473 Central Dubuque, Iowa 52001 (319-556-3310)	Area VIII Instructional Materials Center Conlin Building 1473 Central Dubuque, Iowa 52001 (319-588-0388)	Ms. Jacqueline Hand, Director *Ms. Pamela Grotegut, Administrative Asst. Al Hovey	1 Film Manager ½ Film Consultant 5/8 Film Clerk 5/8 Film Inspector 1 Inspection, Distribut Supervisor 1 Library Manager 1 Library Clerk 1 Multi-Media Manager 1 Interdepartmental Assistant 2 Van Drivers 5 Part-time Aides 5/8 Multi-Media Film Cl

Areas	Sub-Agency Chairmen	Regional Media Centers	Contact Personnel	Non-Professional Staff
Area IX	Dr. Jerry B. Stout County Superintendent of Schools Joint County System of Muscatine and Scott Counties 2604 West Locust Street Davenport, Iowa 52804 (319-391-0400)	Area IX Instructional Materials Center 2604 West Locust Street Davenport, Iowa 52804 (319-391-7982)	John T. Haack, Director James A. Clark, A-V Consultant Ms. Lois A. Harker, Library Consultant Cecil Ross	1 Head Secretary 1 Non-Print Media Aide 2 Print Media Aides 2 General Media Aides 1 Receptionist-Typist 1 Machine Operator-Media Technician 2 Drivers-Delivery 1 Part-time Inspection Technician 4 Part-time Print Media Aides
Area X	Dwight G. Bode, Supt. Joint County System of Cedar, Johnson, Linn and Washington Counties P. O. Box 1406 4401 Sixth Street Road S.W. Cedar Rapids, Iowa 52406 (319-366-7601)	RESA Instructional Materials Center P. O. Box 1406 4401 Sixth Street Road S. W. Cedar Rapids, Iowa 52406 (319-366-7601)	Dr. Glen Easterday, Co-ordinator of Center Ms. Juanita Larsen, Librarian *David Baldwin, Assistant Librarian Dean Hartman	1 Administrative Secretary 1 Library Secretary 7 Library Clerks 2 Library Assistants 4 Film Library Clerks 1 Film Inspection Clerk 3 Van Drivers
Area XI	Kenneth W. Miller County Superintendent of Schools Polk County Schools 112-116 Eleventh Street Des Moines, Iowa 50309 (515-284-6171)	Area XI Regional Media Center 112-116 Eleventh Street Des Moines, Iowa 50309 (515-284-6171)	Dr. Marvin Davis, Director Ms. Betty Atwood, Curriculum Consultant Ms. Dianne Woodward, Librarian	7 Processing Clerks 1½ Film Inspectors 1 Information Clerk 1 Delivery Van Driver
Area XII	Dr. Dennis Harken, Supt. Woodbury County Board of Education Woodbury County Court House Sioux City, Iowa 51100 (712-277-2431, Ext. 207)	Area XII Educational Resource Center P. O. Box 42 Sergeant Bluff, Iowa 51054 (712-277-1058)	David L. Little, Director Ms. Norma Barnes, Librarian	1 Library Assistant 3 Booking Clerks 1 A-V Department Supervisor 2 Delivery Van Drivers 1 Production Specialist 1 Office Secretary 1 Bookkeeper 1 Cataloguer - (Vacant)

Areas	Sub-Agency Chairmen	Regional Media Center	Contact Personnel	Non-Professional Staff
Area XIII	Dr. Calvin Bones Pottawattamie County Superintendent The Halverson Center for Education Route 1 Council Bluffs, Iowa 51501 (712-366-0503)	Area XIII Educational Services and Media Center The Halverson Center for Education Route 1 Council Bluffs, Iowa 51501 (712-366-0503)	Dr. Phillip Slagle, Director Dr. Harry Tiller	1 Secretary 5 Library Clerks 6 Film Clerks 3 Van Drivers 1 A-V Technician 4 Film Inspectors
Area XIV	A. J. Whitaker County Superintendent of Schools Montgomery County Schools Red Oak, Iowa 51566 (712-623-3403)	Southwest Iowa Learning Resources Center 401 Reed Street Red Oak, Iowa 51566 (712-623-2766)	Bill Horner, Director Ron Curtis, Title II Director Philip A. Olive, Planetarium Director	2 Curriculum Materials Coordinators 2 Film Inspectors 2 Media Deliverymen 1 Media Librarian 3 Secretaries 2 Media Technicians
Area XV	Irving J. Hickman County Superintendent of Schools Wapello County Schools Ottumwa, Iowa 52501 (515-684-4671, Ext. 20)	Area XV Media Center Building #18 Ottumwa Industrial Airport Ottumwa, Iowa 52501 (515-682-8735)	W. Leon Maxson, Director Ms. Maxine M. Wegner, Librarian Irving J. Hickman, Business Manager	1 Secretary & Bookkeepe 1 Part-time Bookkeeper 1 Secretary 1 Library Secretary 1 Book Shipping Clerk 1 Reservation Clerk 1 Film Inspector 3 Van Drivers 1 Van Driver/Custodian ½ Time Graphic Artist 1 Library Clerk/Secreta
Area XVI	Richard Speas County Superintendent of Schools Lee County Schools Fort Madison, Iowa 52627 (319-372-4745)	Area XVI Media Center 1200 East Washington Street Mt. Pleasant, Iowa 52641 (319-385-3169)	George I. Burrow, Director	1 Typist 1 A-V Supervisor 1 Library Supervisor 1 Film Clerk 2 Library Clerks-Part-time 1 Part-time Van Driver 1 Film Inspector

* Non-Certificated

KANSAS-PC

KANSAS

Project Communicate is the name chosen for the model comprehensive information system that the Kansas State Department of Education began implementing in December, 1971.

Kansas Project Communicate has established its pilot area, which includes twelve school systems of various sizes and various levels of information saturation. There are three school districts in each of four levels, containing approximately the same number of attendance centers, certified and non-certified personnel, and student population.

Level Four -- has full information saturation with a full-time field agent, i. e., one person's total responsibility. The field agent is a full-time change agent and uses the retrieval information in two ways: (1) a true information base for decision making, and (2) entry into the school system. The agent actively solicits information requests. There is at this level an attempt to identify latent innovators, opinion leaders, and other persons who will most likely utilize the information to promote change. He acts as a catalyst to coordinate other resources (such as outside consultants). The agent gives a slide presentation at each attendance center, explains the information retrieval system, leaves brochures about the project, and entertains questions.

Level Three -- has a part-time field agent because he has other duties. There is no active attempt to identify opinion leaders or others more likely to use the information retrieved to promote change. There is no active attempt to identify and use groups to bring more social pressure on late adoptors. The agent gives slide presentations and leaves brochures as in Level Four.

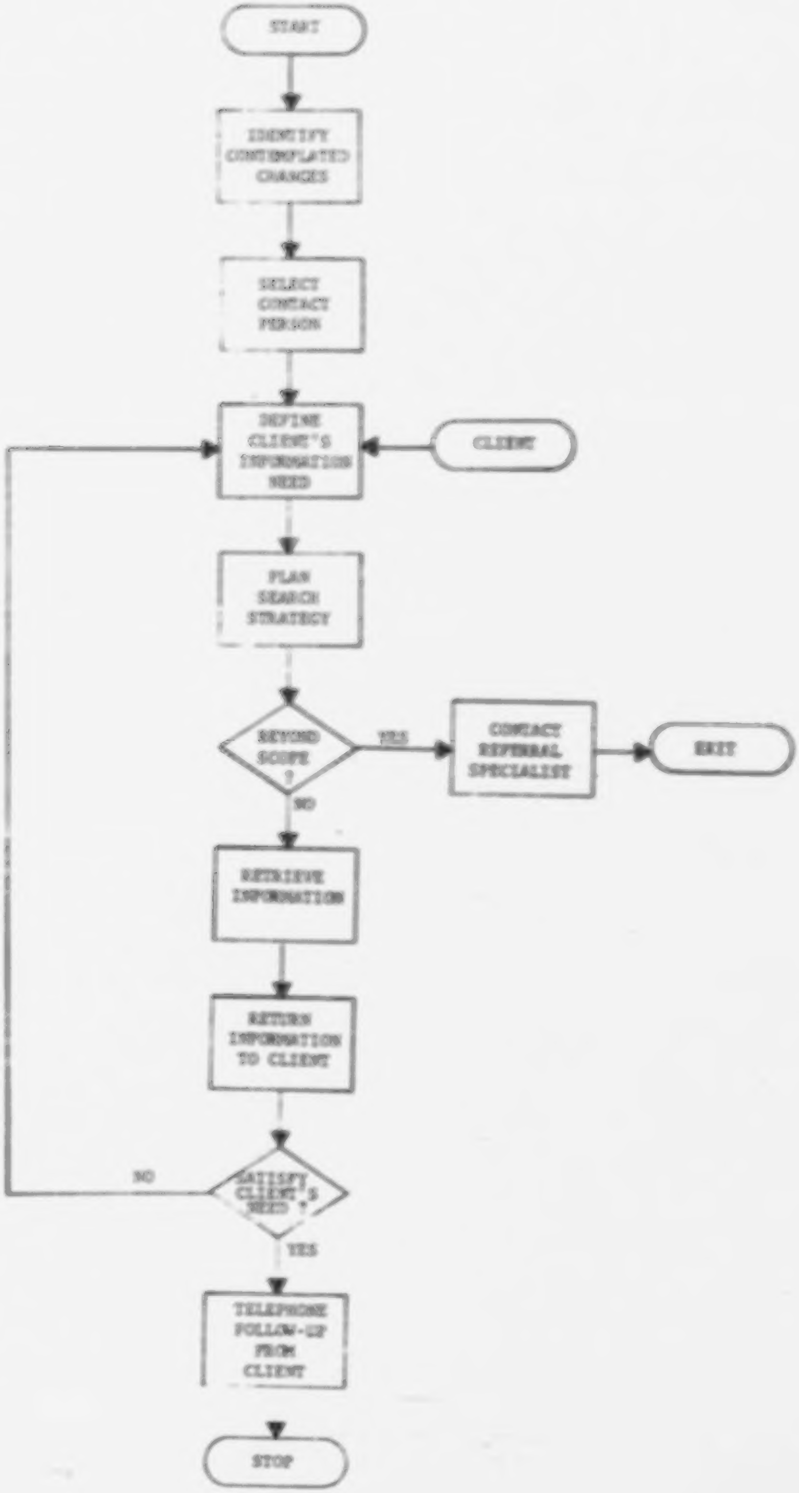
Level Two -- has no field agent. At each attendance center a staff member gives a slide presentation that explains the project, passes out brochures and entertains questions. After the initial contact the procedure is conducted by mail. The educator sends in a postage-paid card to obtain information.

Level One -- has no field agent or personal contact. A brochure explaining the project is mailed to each educator. This brochure has an attached business reply card so that the person can obtain information.

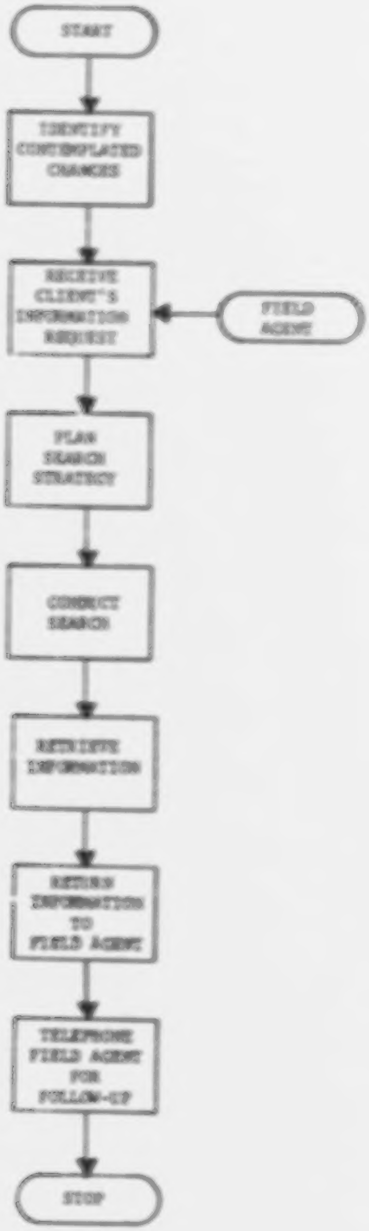
LEVELS OF INFORMATION SERVICE

	Brochure mailed	Brochure & slides	Field Agent part-time	Field Agent full-time
Level Four	*	*	*	*
Level Three	*	*	*	
Level Two	*	*		
Level One	*			

FLOWCHART OF THE FIELD AGENT'S ACTIVITIES INFORMS


START
IDENTIFY CONTEMPLATED CHANGES
SELECT CONTACT PERSON
DEFINE CLIENT'S INFORMATION NEED
CLIENT
PLAN SEARCH STRATEGY
BEYOND SCOPE ?
YES
CONTACT REFERRAL SPECIALIST
EXIT
NO
RETRIEVE INFORMATION
RETURN INFORMATION TO CLIENT
NO
SATISFY CLIENT'S NEED ?
YES
TELEPHONE FOLLOW-UP FROM CLIENT
STOP

9711 FLOWCHART OF THE REFERRAL SPECIALIST'S ACTIVITIES


START
IDENTIFY CONTEMPLATED CHANGES
RECEIVE CLIENT'S INFORMATION REQUEST
FIELD AGENT
PLAN SEARCH STRATEGY
CONDUCT SEARCH
RETRIEVE INFORMATION
RETURN INFORMATION TO FIELD AGENT
TELEPHONE FIELD AGENT FOR FOLLOW-UP
STOP

JOB DESCRIPTIONS

RISE

STAFFING FUNCTIONS

June 1, 1972 - May 31, 1973

LEA's AUTHORIZED AGENT

Incumbent: Dr. Allen C. Harman, Executive Director
Montgomery County Intermediate Unit (LEA)

Functions:
- serves as official recipient of grant
- oversees administration of project

DIRECTOR: Bureau of Curriculum Development and Evaluation, Pennsylvania Department of Education (Harrisburg)

Incumbent: Dr. Robert A. Bowser

Functions:
- provides support for planning and development of state-wide information network
- serves as interface between R.I.S.E. and other elements of the State Education Agency, including Intermediate Units
- aids in establishing operational policies

National Center for Educational Communication, United States Office of Education

Incumbent: Mr. Charles F. Haughey, Dr. John M. Coulson (Project Officer for R.I.S.E. Training Project)

Functions:
- provides advice and consultation on operation of information center
- provides interface with national developments in educational information dissemination

BOOKKEEPING: (Contracted Services)

Incumbent: Mrs. Marge Simons

Functions:
- maintains official fiscal records of project
- processes all payments of project
- cooperates in fiscal audit of project

Funding Source: Contracted Services, ESEA Title III

PROJECT DIRECTOR:

Incumbent: Mr. Richard R. Brickley

Functions:
- manages overall project operations
- establishes service policies
- prepares budget and approves all purchases
- maintains liaison with external agencies such as Pennsylvania Department of Education, United States Office of Education, Intermediate Units, state and national professional organizations
- plans short and long range development of project
- supervises all other project staff

Funding Sources: ESEA Title II 75%; R.I.S.E. Training Project 25%

PROJECT COORDINATOR:

Incumbent: Unidentified

Functions:
- directs activities related to ESEA Title II Sub-Contract for dissemination of Title III
- conducts dissemination program for Project R.I.S.E.
- supervises strengthening of information base in curriculum areas
- assists project director in administration of project

Funding Sources: ESEA Title III 40%; ESEA Title III Sub-Contract (Administrative Funds) 60%

EXECUTIVE ASSISTANT:

Incumbent: (Mrs.) Laila A. Krause

Functions:
- maintains internal fiscal management
- serves as personal secretary to Project Director
- processes all purchasing documents
- maintains personnel records
- supervises non-professional staff

Funding Source: ESEA Title III 100%

DIRECTOR OF INFORMATION SERVICES:

Incumbent: (Mrs.) Carolyn V. Trohoski

Functions:
- serves as chief inquiry negotiator for project and BUS for Montgomery County
- designs information products
- recruits, hires, trains and supervises searching staff (Project Associates)
- maintains records of information services
- designs primary search strategies and techniques
- administers internal and external evaluation of information services
- assists in training and in-service
- supervises computer retrieval and serves as lay operator

Funding Source: ESEA Title III 100%

LIBRARIAN:

Incumbent: (Mrs.) L. June Katucki

Functions:
- manages acquisition activities for information base
- conducts technical processing of information resources, including indexing, cataloging
- serves as reference librarian to staff and visitors
- supervises library aides

Funding Source: ESEA Title III 100%

INFORMATION ANALYST:

Incumbent: Unidentified

Functions:
- *provides information analysis and technical writing services to Commission for Study of Basic Education*
- *provides assistance in information analysis, technical writing and editing in support of general project operations*

Funding Source: (Note - addition of this position was at specific request of the Commission for the Study of Basic Education). ESEA Title III 100%

PROJECT ASSOCIATES:

Incumbents: (Mrs.) Marge Epps, Mary Harrison, Barbara Hayes, Helle Krentel, Emma Peterson, Janet Robinson, Ellen Welch (and 5 unidentified)

Functions:
- *conduct search and retrieval activities*
- *make judgements on relevance of information retrieved and package information for clients*
- *utilize all information retrieval equipment, including computerized information retrieval*

Funding Source: (Note - each works approximately 18-20 hrs./week on hourly basis) ESEA Title III 25% of total manpower cost to service Montgomery County and PDE; IU Service Contracts - 75% of total manpower cost to service participating IU's

SENIOR SECRETARY:

Incumbent: (Mrs.) Jean E. Tryson

Functions:
- *serves as personal secretary to Director of Information Services*
- *provides secretarial support for Project Associates*
- *supervises mailing operations*

Funding Source: ESEA Title III 100%

LIBRARY AIDES:

Incumbents: (Mrs.) Angela D. Siciliano, Lillian A. Linton

Functions:
- *provide assistance to Librarian in technical processing of information base*
- *maintain equipment associated with information base*

Funding Source: (Note - 2 people at approximately 16 hrs./week) ESEA Title III 100% each

SECRETARY-RECEPTIONIST:

Incumbent: Unidentified

Functions:
- serves as receptionist
- handles incoming and outgoing mail
- serves as general secretary to other project staff

Funding Source: ESEA Title III 100%

SECRETARY:

Incumbent: (Mrs.) Linda T. Fox

Functions:
- serves as secretary to Project Coordinator
- serves as secretary to Information Analyst
- serves as general secretary to other project staff

Funding Sources: ESEA Title III 50%; ESEA Title III Sub-Contract 50%

CLERK:

Incumbent: (Mrs.) Edna P. Morris

Functions:
- provides photo-duplication support for other staff members
- provides general secretarial services as needed to other staff members

Funding Sources: (Note - 2 people at approximately 7.5 hrs./week) ESEA Title III 100%

Ken Lindsay Utah-TAIS
Individual

JOB DESCRIPTION

Time %	Item (description)
	1. Coordinate Technical Assistance Project.
1 - 2	2. Represent Technical Assistance on Planning Council.
2 - 4	3. Represent Technical Assistance on Administrative Council.
4 - 6	4. Represent Technical Assistance on Division Administrative Council.
5 - 8	5. Represent Technical Assistance on Executive Committee.
1 - 2	6. Fiscal officer for Technical Assistance Project.
2	7. Monthly meeting of total Technical Assistance Staff.
1	8. Arrange for Technical Assistance personnel.
1	9. Coordinate #8 with Kathy.
.25	10. Prepare reports for USOE.
	11. Write continuation proposal
	12. Training of Agents (see #7) with Kathy.
2 - 4	13. Coordinate Technical Assistance with other Federal programs.
1 - 3	14. Explain Technical Assistance to other State office personnel.

Mary Ruth Haslam Utah - TAIS
Individual

JOB DESCRIPTION

Time
%

Item (description)

1. Record and log all incoming requests - number, date and give to Reference Center Manager to review and send to Boulder or elsewhere.
2. Record and log all incoming profiles, package and mail.
3. Prepare profiles for Reference Center Manager to review.
4. Package and mail all outgoing materials from Reference Center.
5. Type and do MF section of monthly reports, keep records of and mail.
6. Record circulation of microfiche.
7. Recording of dispersal of PREP and NCEC materials.
8. Correspondence.
9. Handle the technical intricacies of ordering materials.
10. Pull microfiche.
11. Gather and prepare information retrieval materials for distribution .
12. Xeroxing.
13. Record project statistics.
14. Take requests occassionally.

Utah-TAIS

Kathy Vallentine
Individual

JOB DESCRIPTION

Time %	Item (description)

1. Develop Information Retrieval Center and its services.
2. Develop policies and procedures for Information Retrieval for the Technical Assistance Project.
    a. Review all requests.
3. To work closely with Agents in information retrieval.
4. Make monthly and quarterly reports.
5. Receive and supply information to State agency personnel.
6. Receive and supply information to USAIL, Utah individualized curriculum writing project.
7. Supervise the mechanical procedures of receiving and recording requests and sending out materials.
8. Evaluate the information products.
9. Do the searching necessary in response to local requests and expansion of Boulder requests:
    a. University of Utah
    b. Salt Lake City Board of Education Library
    c. Own files of fugitive materials
    d. Specialists (State)
10. Write and have produced all newsletters, flyers, transparencies, brochures and publicity - Courier, News, Notes & Quotes, Mediator - advertise Project - products and information services.
11. Order materials and resources for Center.
12. Direct the circulating of microfiche collection and supervise the recording of microfiche.
13. Correspondence concerning Information Center.
14. Attend, help and plan monthly project meetings. Attend S.E.A. staff and Media meetings.
15. Do whatever role as Media Specialist in S.E.A. is expected to do, i.e., handle the collection and storage of agency produced publications, supply information for Mediator, supervise gathering of media material for Courier.
16. Occassionally give presentation advertising the Project.
17. Develop and coordinate the linking capacity of the Information Center with various information agencies in the State.

INFORMS

Job Description for:

REFERRAL SPECIALIST
Instruction and Professional Education Branch - Educational Media Section
Iowa State Department of Public Instruction
Grimes State Office Building

Position Status Within the Organizational Chain of Command

This position will receive its fiscal support from the Federal Government for a period of eighteen months beginning June 25th, 1971. The employee will be assigned to the Department of Public Instruction (DPI) within the Educational Media Section, and be directly responsible to the Project Director.

Major Duties of the Position (Definition of Work)

This pilot project - INFORMS - (Iowa Network for Obtaining Resource Materials for Schools) will improve the dissemination of research and development information relating to educational curriculum materials. To help disseminate such materials a network has been established involving eleven field agents in designated geographic locations throughout Iowa.

The Referral Specialist will:

-- interpret requests received by the Center and write logics (search strategies) to retrieve information from an automated data base, relevant to those requests.

-- interpret requests and write logics (search strategies) to retrieve information by a manual search.

-- retrieve said information and determine the relevance of the material to meet the individual needs of the requester.

-- transform information into format most useful to requester.

-- be responsible for the supervision and direction of Research Associate.

Qualifications: Training and Experience

An applicant for the position of Referral Specialist should meet the following minimum requirements.

-- B.A. degree with major emphasis in education.

-- Experience in communication or utilization of library resources.

-- Ability to synthesize letters requesting information from local agencies.

The following requirements are desirable but not required:

-- Knowledge of the development and purpose of Information Dissemination Centers.

-- Knowledge of the ERIC (Educational Resource Information Center)

General Information

The regular schedule of working hours for this position is from 8:00 a.m. to 4:30 p.m. Monday through Friday. However, as a position which carries professional status within the Department of Public Instruction, the incumbent may be called upon to work at any time during any day of the week.

The nature of the work is full-time, year-round, with vacation and other benefits similar to that which professional staff of the Department are eligible. Salary will be commensurate with placement on a salary schedule as determined by appropriate experience and education.

INFORMS

Job Description for:

RESEARCH ASSOCIATE
Instruction and Professional Education Branch - Educational Media Section
Iowa State Department of Public Instruction
Grimes State Office Building

Position Status Within the Organizational Chain of Command

This position will receive its fiscal support from the Federal Government for a period of eighteen months beginning June 25th, 1971. The employee will be assigned to the Department of Public Instruction (DPI) within the Educational Media Section, and work under the direction and supervision of the Referral Specialist and be directly responsible to the Project Director.

Major Duties of the Position (Definition of Work)

This pilot project - INFORMS - (Iowa Network for Obtaining Resource Materials for Schools) will improve the dissemination of research and development information relating to educational curriculum materials. To help disseminate such materials a network has been established involving eleven field agents in designated geographic locations throughout Iowa.

The Research Associate will:

-- work with the retrieval of educational curriculum materials from a data bank which has its central location in the Educational Media Section.

-- retrieve said information and determine the relevance of the materials to meet the individual needs of the requester under the direction of the Referral Specialist.

-- transform information into format most useful to requester.

Qualifications: Training and Experience

An applicant for the position of Research Associate should meet the following minimum requirements.

-- 4 years of college with major emphasis in education.

-- Possess the ability to work closely with staff officers and school personnel located in the state.

-- Possess the ability to conduct oneself within the framework of the regulations set forth by the Department of Public Instruction.

The following requirements are desirable but not required:

- -- Knowledge of educational reference materials and reference techniques.
- -- Knowledge of the ERIC (Educational Resource Information Center) system for retrieval of information.
- -- Teaching experience and/or a teaching certificate.

General Information

The regular schedule of working hours for this position is from 8:00 a.m. to 4:30 p.m., Monday through Friday. However, if extra working hours are required compensatory hours will be given. The nature of the work is full time year-round with vacation and other benefits to which non-professional staff are qualified for salary will be commensurable with placement on salary schedule as determined by appropriate experience and education.

SMERC

JOB DESCRIPTION

1.0 Date: May 25, 1972 Prepared By: Frank W. Mattas

2.0 Title: Administrator, Education Resources Center

3.0 Primary Functions: Assumes the leadership and supervision for the collection, organization, dissemination, interpretation and diffusion of all educational research and resources. Supervises all support personnel, professional and classified, in the establishment, implementation and extension of the resources center. Establishes and maintains channels of communications at state and national levels. Maintains budgetary controls.

4.0 Directly Responsible To: Arnim Weems, Assistant Superintendent

5.0 Persons Directly Responsible To You:
Mrs. Kathy Clay: Information Specialist
Mrs. Marcia Garman: Research Analyst
Dr. F. Curtis May: Library Coordinator
Mrs. Patricia Bruha: Stenographer

6.0 Assigned Responsibilities:

6.1 Planning
Prepare and maintain a systems analysis of an information system based on the latest methods of information retrieval and dissemination. Extrapolate present needs into a "5-year" plan for growth, expansion and information utilization. Coordinate activities with all county staff in the areas of research and resources. Provide opportunity for change in light of new procedures.

6.2 Program Implementation
Maintain creditability of all resource and research materials. Supervise the physical operation of the resource center.

6.3 Performance Evaluation (e.g., pupils, other personnel or clients)
Prepare and maintain various evaluation instruments to determine needs of client population.

6.4 Professional Growth
Be actively involved in professional associations. Constantly seek new methods of research and information science. Continually review educational literature and research.

6.5 Peripheral and Adjunct Duties (e.g., public relations, record keeping, pupil supervision, extra-curricular activities)
Consult with districts and educators in educational programs and management. Assist district personnel in evaluation of educational management. Develop and publicize the Education Resources Center through audio-visual presentations, speeches, exhibits, and publications not only in San Mateo County but also in outside counties, regional, and state agencies.

6.6 Proper Control and Suitable Environment
Maintain a physical facility which is attractive and conducive to proper use by patrons and which is appropriate for the efficient functioning of the employees of the Education Resources Center.

6.7 Other
Actively solicit fiscal funds from all sources available. Maintain channels of communication at state and national levels.

7.0 Minimum Qualifications (e.g., training and experience)
A valid credential.
A valid administrative and/or supervisory credential.
Broad experience in education and library operation. Minimum of 8 years experience.
Working knowledge of current literature of education and bibliographic reference service.
Ability to work under a "service center" philosophy.

SMERC

INFORMATION RESEARCH ANALYST

DEFINITION

Under general direction, collects, analyzes, interprets, prepares and retrieves data for information data banks. Supervises clerical staff, schedules and maintains work loads and does other work as required.

PRINCIPAL FUNCTIONS

Physically collects, analyzes and evaluates fugitive data. Responsible for the reduction and resolution of inquiries from information center user clients. Analyzes and clarifies education knowledge and research into fundamental factors or principles. Traces titles and research to present materials for interpretation by user clients. Prepares and indexes reports, monographs, fugitive materials and research for inclusion in information data banks. Makes judgements through observation and review of documents, writes reports containing analyses, classifications and judgements. Schedules, organizes and assigns work to subordinates. Directs and supervises preparation of materials for all types of microform and microfiche; consults with and advises staff members and other professional personnel.

DESIRABLE QUALIFICATIONS

Education and Experience: Graduation from college with courses in research methodology. Library or curriculum training desirable. A minumum of two years experience in supervision of office personnel. Graduate school training in library science or curriculum may be substituted on a year-for-year basis with supervisory experience.

Knowledge and Ability: Knowledge of collection, research and classification methods, some knowledge of data processing methods and requirements; ability to analyze and interpret data and fugitive materials; ability to plan own work and supervise and maintain the work of an information and dissemination center clerical staff; ability to work effectively with clients; ability to determine kinds of materials to collect for user clients and prepare for data banks.

EDUCATION RESOURCES CENTER
SAN MATEO COUNTY
SUPERINTENDENT OF SCHOOLS
590 HAMILTON STREET
REDWOOD CITY, CALIF. 94063

RI - ICC

RHODE ISLAND DEPARTMENT OF EDUCATION

TEACHER CENTER PROJECT

INFORMATION CENTER COMPONENT

Position: Information Specialist

The Rhode Island State Department of Education is seeking a person to fill the position of Information Specialist in the Information Center Component of the Rhode Island Teacher Center. The Information Center Component has as its purpose the development and operation of a comprehensive state information system which links USOE and other national, regional and local sources of new and validated educational approaches to local education agencies.

A. General Statement of Duties

The Information Specialist is responsible primarily for the identification, retrieval and packaging of educational information regarding specific educational problems identified by the users of the information. The Information Specialist will develop an efficient search system using both computer and manual modes.

B. Types of Work Performed

The following list, while incomplete, serves to illustrate the types of work for which the Information Specialist assumes responsibility:

1. Developing search strategies for searching ERIC indexes and/or computer tapes.
2. Providing searches for the Educational Extension Agent and

users of the system.

3. Compiling a bibliography of materials and information from the state which are not included in national systems into a manual or computer storage and retrieval system.
4. Maintaining surveillance of materials and programs within the state for possible inclusion in the system.
5. Selecting, abstracting and indexing research reports and other resource materials which pertain to the state and are not scheduled for inclusion in another information system.

C. Competencies Required in this Position

1. Ability to utilize and understand the education information system - ERIC, CIJE, PREP.
2. Ability to collect relevant information on a specific topic using both computer and manual search techniques.
3. Ability to work smoothly and positively with individuals and groups of individuals in providing for their educational information needs.
4. Ability to work harmoniously with others in the building of an effective dissemination team.
5. Ability to read and interpret educational research.

D. Education

Master's Degree or equivalent.

E. Experience

Teaching experience and experience in information dissemination and utilization.

SMERC

JOB DESCRIPTION

1. Date: May 22, 1972 Prepared By: Frank W. Mattas

2.0 Title: Education Information Specialist

3.0 Primary Functions:

Collects, analyzes, interprets and prepares educational information; acts as the link between the user and the Education Resources Center; prepares reports and publications to assist educators; programs and retrieves materials from computers; trains educators and students in the modern methods of communication accession, storage, retrieval, dissemination and diffusion.

4.0 Directly Responsible To:

Frank W. Mattas, Administrator
Education Resources Center

5.0 Persons Directly Responsible To You:

Research assistants in the Education Resources Center in the area of computer retrieval technology.

Clerk Typist II

6.0 Assigned Responsibilities:

6.1 Planning

Keep abreast of political and educational legislation which will create a demand for information by educators.

Prepare and program for deposit in a resource bank, all materials acquired by ERC.

Act as advisor and resource consultant to the ERC staff in preparing resource and data searches.

Prepare professional materials, and teach educators and graduate students a program in Educational Information Consulting.

6.2 Program Implementation

Assume basic responsibility for computer retrieval technology.

Collect, analyze, interpret, and prepare educational information.

Develop and maintain a professional data bank which provides updated research collections and materials in all areas of education.

Prepare abstracts and summaries of technical materials in the field of education.

Prepare bibliographies, state-of-the-art reviews, newsletters, and monographs produced by ERC.

Identify, prepare and maintain special crucial area research materials as needed by educators, and make training presentations to local educational agencies.

6.3 Performance Evaluation (e.g., pupils, other personnel or clients)

Performance evaluation is based on repeat clients and renewed County contracts.

6.4 Professional Growth

Be actively involved in workshops, conferences, class work, and training sessions in the field of educational information.

6.5 Peripheral and Adjunct Duties (e.g., public relations, record keeping, pupil supervision, extra-curricular activities)

Negotiate client's question or educational problem.
Retrieve relevant resources.
Transform retrieved resources into clear, concise form for use by client.
Contact other human, mechanical and electronic resources for desired information not in the ERC.
Evaluate own performance and the effectiveness of services.

6.6 Proper Control and Suitable Environment

Help maintain a physical facility which is attractive and conducive to proper use by patrons, and which is appropriate for the efficient functioning of the employees of the Education Resources Center.

6.7 Other

7.0 Minimum Qualifications (e.g., training and experience)

A valid California credential with a minimum of 30 graduate semester units.
Experience in teaching.
A minimum of 2 years experience in information dissemination and computer retrieval.
Ability to work under a "service center" philosophy.
Public relations orientation, including ability to communicate well, both in writing and orally.

SMERC

EDUCATIONAL RESEARCH ASSISTANT II

DEFINITION:

Under general supervision renders technical educational information, library and research services in the Educational Resources Center; performs varied complex and technical literature accession and retrieval skills requiring maximum public relation skills and information science technology; performs very difficult assignments which require maximum knowledge of grammatical lexicon and language terminology involving differences in concepts and parenthetic qualifiers; assumes responsibility for making decisions on research services, procedures, complex computer terminal matrixes and communication to users; types and performs related clerical duties.

PRINCIPAL FUNCTIONS:

Receives educators and inquiries; translates and negotiates inquiries into a literature search problem, prepares an informational retrieval matrix pattern that involves complex lexicon, for either hand or electronic search, transforms the resources obtained into an acceptable solution package through analysis, application, evaluation and risk taking and prepares a transmittal communication for the user; collects, analyzes, interprets, prepares and receives educational literature for shelf and computer storage; initiates and prepares state-of-the-art bibliographies in crucial issue areas of education; makes critical reviews of new material for use by other staff members and educators; assumes full responsibility for all literature search requests in a given geographical area and transforms those requests into acceptable resources for utilization by the area and performs related clerical and typing tasks.

MINIMUM QUALIFICATIONS:

The Research Assistant must have had extensive background in library work prior to coming to this position. The applicant must have either worked in a similar position for an extended period of time or have had advanced course work combined with a smaller amount of experience (e.g., an AA degree in Library Technology combined with 4 or more years experience). An associate degree would be a minimum qualification and a bachelor's degree would be a normal expectation of a candidate for such a position.

RI - ICC

RHODE ISLAND DEPARTMENT OF EDUCATION

TEACHER CENTER PROJECT

Position: Chief, Educational Information Center

The Rhode Island State Department of Education is seeking a person to fill the position of Chief, Educational Information Center. The Information Center has as its purpose the development and operation of a comprehensive State information system which links USOE and other national, regional and local sources of new and validated educational approaches to local education agencies.

A. General Statement of Duties

The Information Center Chief has charge of the administration of the Information Center under the direction of the Teacher Center Director. As its chief executive the Information Center Chief develops operational procedures to carry out the Center's purposes. In addition to his administrative duties the Chief makes recommendations to the Teacher Center Director on a host of related matters: budget, employment of professional and non-professional personnel, division and assignment of responsibility, etc.

B. Supervision Received and Supervision Exercised

The Information Center Chief is subject to supervision of the Teacher Center Director and is responsible to him for his action. The Information Center Chief, either directly or indirectly, supervises all Information Center personnel and coordinates the efforts of the Information Center.

C. Types of Work Performed

The list which appears below, while incomplete, serves to illustrate the types of work for which the Information Chief assumes responsibility.

1. Implementation of Teacher Center policies and directives of the

Teacher Center Director on matters relating to the Information Center Component.

2. Recruitment, interview and recommendation of appropriate Information Center staff.

3. Securing and equipping of office space for operation of the Information Center Component.

4. Establishment of a working relationship with existing agencies and institutions.

5. Development and implementation of guidelines and procedures for the operation of the Information Center.

6. Development and implementation of an evaluation system for the Information Center.

7. Management of the day-to-day operation of the Information Center and its educational extension agents.

8. Development of proposals for fucure funding of the Information Center.

D. Competencies Required in this Position

1. Ability to translate into effective action policies of the Teacher Center and directives of the Teacher Center Director relating to the development and operation of the Information Center.

2. Ability to plan, develop and supervise a State Educational Information Center.

3. Ability to work smoothly and positively with individuals and groups of individuals in providing for their educational information needs.

4. Ability to work harmoniously with other administrators in the building of an effective administrative team.

E. Education

The Information Center Chief should have a minimum of a master's degree or its equivalent in education and/or experience.

F. Experience

The Information Center Chief should have educational agency experience. He should have demonstrated ability in planning, developing and operating a service activity such as an Information Center.

G. Salary and Benefits

Salary: $15,000 - $18,000

Benefits: Paid Individual Blue Cross
Group Insurance Plan Available
State Retirement System

RI ICC.

RHODE ISLAND DEPARTMENT OF EDUCATION
TEACHER CENTER PROJECT
INFORMATION CENTER COMPONENT

Position: Educational Extension Agent

The Rhode Island State Department of Education is seeking a person to fill the position of Educational Extension Agent in the Information Center Component of the Rhode Island Teacher Center. The Information Center Component has as its purpose the development and operation of a comprehensive state information system which links USOE and other national, regional and local sources of new and validated educational approaches to local education agencies.

A. General Statement of Duties

The Educational Extension Agent is responsible primarily for bringing together the user of information who has problems to be solved and the alternative concepts in the information system which have bearing upon those problems. The Educational Extension Agent is responsible for development of an interpersonal relationship between users and the information-dissemination staff who are linkers to the concepts in the system.

B. Types of Work Performed

The following list, while incomplete, serves to illustrate the types of work for which the Educational Extension Agent assumes responsibility:

1. Assisting the Director of the Information Center with

identification of high priority user groups and their leaders on a continuing basis.

2. Maintaining a liaison with the above groups through a planned visitation schedule.
3. Maintaining identification of user group problems and information needs.
4. Assisting the user in problem articulation and definition.
5. Providing liaison between user and the Information Center in locating alternative concepts in the information dissemination system.
6. Assisting the user to implement a concept through linking him to consultants, exemplory programs, current projects within the state, and funding sources.

C. Competencies Required in this Position

1. Primary interest in bringing together the user of information who has problems to be solved and the alternative concepts in the information system which have bearing upon those problems.
2. Ability to work smoothly and positively with individuals and groups of individuals in providing for their educational information needs.
3. Ability to work harmoniously with others in the building of an effective dissemination team.
4. Ability to read and interpret educational research.

D. Education

Master's degree or equivalent.

E. Experience

Teaching experience and preferably some experience in information dissemination and utilization.

REQUEST RECORD KEEPING

SEARCH NO. OR READY REFERENCE	DATE REC'D	NAME AND ADDRESS	POS.	REQUEST TIS	FORM			SRCH.		CITATIONS			NO DOCUMENTS					OTHER COMMENTS
					P	L	V	COM	HAN	COMP.	HAND	DATE SENT	LOAN		GIVEN		DATE SENT	
													MF	HC	MF	HC		

TIS

PUBLIC RELATIONS RECORD LOG

Date	Place Institution/Address/Phone	Person(Name,Position) or Group Contacted	Activity	Reaction of Contact(s)

REQUEST RECORD LOG

TIS

Search #	Client's Name/Address Phone	Client's Position	DATE		Copy of Request Sent To	Followup Actions
			Rec'd	Del'd		

* ERIC

NC RIC

NON-ERIC REQUESTS FOR THE MONTH OF ______________

RESEARCH & INFORMATION CENTER
N. C. STATE DEPARTMENT OF PUBLIC INSTRUCTION, BOARD OF EDUCATION, DEPARTMENT OF COMMUNITY COLLEGES

Superintendent	
Assistant Superintendent	
Division Director	
Consultant	
Other	

AGENCY	Superintendent	Asst. Supt.	Principal	Supervisor	Librarian	Teacher	Student	Other
TOTAL:								

NC RIC

N. C. DEPARTMENT OF PUBLIC EDUCATION
RESEARCH & INFORMATION CENTER
GENERAL BIBLIOGRAPHIC LEDGER

Bibliographic Number	Search #	Date Submitted to RIC	RA Assigned	Assigned By-Date	Requestor	Unit	Type	Date to COE	Date From COE	Date Returned to Requestor	No. Doc. Mailed	Number of Hits	Analyst Time	Programmer Time	Computer Time

MDS-5

9/28/70

Type: P-(In Person) T-(Telephone) C-(Correspondence) R-(Referral)

Cost: P-(Printouts) M-(Microfiche C-(Copies)

NAME

DAILY LOG FOR THE MONTH OF

NC RIC

RESEARCH & INFORMATION CENTER - N. C. DEPT. OF PUBLIC EDUCATION

DAY	REQUESTOR Name/Address	REQUEST	E	N	TITLE OF REQUESTOR										AGENCY		Cos
					Supt.	Asst. Supt.	Prin.	Super-visor	Lib.	Teach.	Stud.	Div. Dir.	Cons.	Other	SEA	LEA	

NC RIC

TO: Dr. H. T. Conner
FROM: Mrs. Gladys Ingle

N. C. Department of
Public Instruction

MONTHLY REPORT
RESEARCH AND INFORMATION CENTER
N. C. DEPARTMENT OF PUBLIC EDUCATION

Total Requests:

ERIC Requests:

Non-ERIC Requests:

I. Computer Searches Completed -

II. Bibliographies Completed and Ongoing -

III. Special Projects -

IV. Non-ERIC Requests -

V. Number of Prints Made -

1. ERIC machines
   RIC
   Clients

2. Xerox machines
   RIC
   Clients

VI. Fiche Reproductions Made

1. Cards
2. Documents

VII. Fiche Used

1. Cards
2. Documents

VIII. Out-of-State Requests

IX. User Report Breakdown

	ERIC	NON-ERIC
A. Local Education Agency		
Superintendent		
Ass't. Superintendent		
Principal		
Supervisors		
Librarians		
Teachers		
Students		
Other		
B. State Education Agency		
Superintendent		
Ass't. Superintendent		
Division Director		
Consultant		
Other		
C. Researchers		
D. College & University		
Faculty		
Students		
E. Other State Agencies		
F. Out-of-State Agencies		
G. Other		

N. C. DEPARTMENT OF PUBLIC EDUCATION

NC RIC

RESEARCH & INFORMATION CENTER

INDIVIDUAL MONTHLY REPORT

Name ____________________

Information Requests

ERIC -
NON-ERIC -

Total ____

Date ____________________

I. TYPE OF REQUEST

A. Computer Searches =

B. Bibliographies =

C. Special Reports =

II. ERIC & NON-ERIC USER REPORT: GENERAL BREAKDOWN

	ERIC	NON-ERIC
Local Education Agency		
Superintendent		
Ass't. Superintendent		
Principal		
Supervisor		
Librarians		
Teachers		
Students		
Other		
State Education Agency		
Superintendent		
Ass't. Superintendent		
Division Director		
Consultant		
Other		
Researchers		
College & University		
Faculty		
Students		
Other State Agencies		
Out-of-State Agencies		
Other		
TOTAL		

Utah- TAIS

EXPLANATION OF LOG SHEET

1. Center Number & Reference Center Number	The number given each request by the regional center. Begin with 1. When requests are returned, please put the number given the request by the Reference Center on the lower line, for future reference. The heavier line will indicate one request space.
2. Dates	To: Can be used for ERIC requests sent to RC; requests for information, etc. from the RC, or materials circulated from the regional center or agent. From: Can be used for ERIC requests returned to Center, materials sent from the RC, or other items returned to regional center or agent.
3. Requester: Position School Request	Requester's name, last name first. Position identified by an initial, if possible. S--Superintendent; P--Principal; T--Teacher; C/D--Coordinator/Director; Sp--Specialist. If other, write in. School: Requester's school. Bottom line: Request is the major topic the requester would like information on. The request itself. Abbreviate when possible.
4. Grade Level:	i.e., preschool, elementary, secondary, grade 1,2,3,etc.
5. District:	The district the school of the requester is in.
6. Materials Supplied:	ERIC--for individualized searches returned, write in SID Number, e.g. 3674-SID. CAP, PET AND CAT will be identified under the request above, use A.O. for As Ordered, if product is the same item. If not the same list. OTHER--Can be used to record anything sent from the Center, such as a Prep Kit, NCEC Bulletins, a book, a Title III product, or microfiche. If used for microfiche, just indicate the sets of MF sent out. The individual numbers etc., should be listed on the microfiche record.
7. Use:	If use is known, this would be helpful. Any monthly highlights might be added here.

These sheets are to be copied and sent to the Reference Center on the last day of the month. These will be used in developing the monthly report. Copies of "local" requests will be sent to the Reference Center with the log copies. These two sets of information will be used to give an accurate total of requests per agent; provide the evaluation information necessary and will give the Reference Center information on materials etc. in centers for use in cases of similar requests.

__________Service Center __________Month Uta - TAIS

(1) ent. No. & .C.No.	(2) Dates	(3) Requester, etc.	(4) Grade Level	(5) District	(6) Material Supplied		(7) USE
					ERIC	OTHER	
	To: From:						

Utah-T 15

MICROFICHE LOG

EDO NUMBER	NO. FICHE	TITLE	SENT TO AGENT	SENT TO AGENCY	SENT TO OTHER	DATE SENT	DATE RETURNED	EVAL.	RECOMMENDATION	HC

3200-B9[illegible]8-6/72

INF[illegible]MS

	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
DISTRICT LEVEL PERSONNEL													
District Superintendent													
Assistant Superintendent													
Curriculum Personnel													
Pupil Personnel Specialist													
Intermediate Unit Staff													
Other													
Total District													
SCHOOL LEVEL PERSONNEL													
Principal													
Assistant Principal													
Teacher													
Counselor													
Librarian													
Community College													
Other													
Total School													

3200-B9914-6/72

	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
DEPARTMENT OF PUBLIC INSTRUCTION													
State Board of Education/State Superintendent													
Administration													
Planning & Management Information Branch													
Instruction & Professional Education Branch													
Pupil Personnel Services Branch													
Area Schools & Career Education Branch													
Rehabilitation Education Services Branch													
Total													

ND R/C

NUMBER	DATE RECEIVED	REQUESTER & ADDRESS	POS.	REQUESTED BY			TYPE OF SEARCH		ABSTRACTS			DOCUMENTS				COPY TO ST. DEPT.	OTHER COMMENTS
				PER.	PH.	LET.	COMP.	HAND	COMP.	HAND	DATE SENT	NO. OF DOC.	MF	HC	DATE SENT		

KANSAS-PC

ACCESSION NUMBER	NEGOTIATED	DESCRIPTORS	SEARCH TYPE	SEARCH INITIATED	SEARCH COMPLETE	KEY PUNCH	PKG. TO FIELD AGT	DOCUMENTS REQUESTED	DOCUMENTS RECEIVED	FINAL PACKAGE	Eval
720566	7/27	7/27	C	7/28	7/29		7/30				
720567											
720568											

Lf. of Record Keeping

PAGE 328 SC RIU

ATE EQUEST ECEIVED	FORMAT OF REQUEST	REQUESTER	INFORMATION REQUESTED	REQUEST NUMBER	REQUEST STATUS	DATE INFORMA SENT TO REQUEST
8-14-72	letter	Susan A. Lyle Housing Authority of RH P.O. Box 880 CSS Rock Hill, S.C. 29730	I am interested in using Behavior Modification Principles in working with normal children. I will be very thankful for any information you might send me or any references you might have.	MR-1979	Pending In process Completed Closed	
8-28-72	RF	Ellen B. Clarke Reading Clinic Richland School Dist. 2 7507 Springbank Road Columbia, S.C. 29204	Abstracts or copies of Research Studies in: Children's recreational reading; the effects of peer and adult (teachers and librarians) recommendations of books on children's recreational reading; improving school library practices to increase accessibility to books	SD- 1980	Pending In process Completed Closed	
8-29-72	RF	Mr. Paul Ebel Allied Gulf Nuclear Ser. P.O. Box 847 Barnwell, S.C. 29812	Programmed texts for physics, chemistry, and mathematics	MR-1981	Pending In process Completed Closed	
8-29-72	RF	Pam M^C Millan St. Peter's Private Sch. St. Peter's Catholic Ch. Columbia, S.C.	Organization of elementary school boards. Elementary school board policies and guidelines. Ways board members are selected; powers they have; duties and responsibilities.	MR-1982	Pending In process Completed Closed	
8-28-72	RF	Dr. Hunter Draper Charleston County Sch. D. 3 Chisolm Street Charleston, S.C. 29401	Information on Performance Objectives written for social studies (grade levels and subject matter areas) and Criterion Reference Test written to correlate with objectives to determine if objectives have been	AE-1983-198 CH-510	Pending In process Completed Closed	
8-28-72	RF	Keith T. Samuels Jr. BCD Tec 7000 Rivers Avenue North Charleston, S.C. 29405	Allied Health Basic Sciences Core Curriculum.	AE-1984-199 CH-511	Pending In process Completed Closed	

PAGE

ATE EQUEST ECEIVED	FORMAT OF REQUEST	REQUESTER	INFORMATION REQUESTED	REQUEST NUMBER	REQUEST STATUS	DATE INFORMAT SENT TO REQUESTE
					Pending In process Completed Closed	
					Pending In process Completed Closed	
					Pending In process Completed Closed	
					Pending In process Completed Closed	
					Pending In process Completed Closed	
					Pending In process Completed Closed	

NY EPSIS

To: Gregory Benson
F[illegible]n: Whitney Wilkes
Subject: ERIC Service Dissemination for May 1972

Date: June 1, 1972

Responsive Dissemination

1. Local Education Agencies	84 requests 933 hardcopy 403 microfiche
2. Post Secondary Institutions	6 requests 2 hardcopy 295 microfiche
3. BOCES	6 requests 14 hardcopy
4. NYS Education Department Staff	10 requests 47 hardcopy 90 microfiche
5. Educational Associations, Organizations, and Regional Offices	7 requests 563 microfiche
6. NYS Government Offices	1 request 9 hardcopy
7. Out-of-State Educational Institutions	2 requests 16 microfiche
8. Public Libraries	1 request 3 microfiche

Total 117 requests
1105 hardcopy
1370 microfiche

Requests per operating day 5.8

ERIC Input

	New York State		Out-of-State	Total
	SED	Local		
Source	8	-	6	14
No. rejected	-	-	-	-
Total forwarded	8	-	6	14

Acceptance Rate 100%

Selected Dissemination of Information

Occupational Education	3 requests 15 microfiche

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: Gregory Benson
Date: June 30, 1972
From: Whitney Wilkes
Subject: ERIC Service Dissemination for June 1972
In reference to:

Responsive Dissemination

1. Local Education Agencies	58 requests 533 hardcopy 579 microfiche
2. Post Secondary Institutions	4 requests 185 hardcopy 148 microfiche
3. BOCES	8 requests 32 hardcopy 66 microfiche
4. N.Y.S. Education Department Staff	11 requests 279 microfiche
5. Educational Associations, Organizations, and Regional Offices	12 requests 157 microfiche
7. Out-of-State Educational Institutions	2 requests 2 hardcopy
12. Miscellaneous	2 requests 19 microfiche

TOTAL
97 requests
752 hardcopy
1248 microfiche

Requests per operating day 4.4

ERIC Input	New York State		Out-of-State	Total
	SED	Local		
Source	15	-	-	15
No. Rejected	4	-	-	-
Total Forwarded	11	-	-	-
Acceptance Rate -	73.3%	-	-	-

Selected Dissemination of Information

Occupational Education	5 requests 2 hardcopy 17 microfiche

A

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: Gregory Benson　　Date: August 8, 1972
From: Whitney Wilkes
Subject: ERIC Service Dissemination - July 1972
In reference to:

Responsive Dissemination

1. Local Education Agencies	25 requests 27 hardcopy 438 microfiche
2. Post Secondary Institutions	10 requests 24 hardcopy 430 microfiche
3. BOCES	3 requests 23 microfiche
4. N.Y.S. Education Department Staff	25 requests 135 hardcopy 188 microfiche
5. Educational Associations, Organizations, and Regional Offices	8 requests 1 hardcopy 469 microfiche
8. Public Libraries	1 request 3 microfiche

Total 72 requests
187 hardcopy
1551 microfiche

Requests per operating day 3.6

Selective Dissemination of Information

Occupational Education	4 requests 7 microfiche

ERIC Input	Received	Forwarded
New York State	24	11

Augus 1972

SEARCHES COMPLETED

RISE 2 of 30

Requester	Request	Location	Disposition	*DI	*DD	*DS	Comment
Mr. William Kohler Curriculum Coordinator	School Busing of Children	I. U. #23 Norristown S.D.	Search Status #47 (Update)	6/8	9/1	8/9	T 23 hrs. TP
Tom Schurtz Div. of Development	Alternatives to Classroom Environments/ Teaching of Remedial Reading	PDE	Search Status #196-3	6/10		8/11	T 8-1/2 hrs. TP
Mr. William Kohler Curriculum Coordinator	Standardized Tests for Elementary Children	I. U. #23 Norristown S.D.	Search Status #480-4	6/8	9/1	8/14	T 26 hrs. LN JR
"	High School Mathematics Programs for Low Ability Students	"	Search Status #193-3	6/8	9/1	8/15	T 18-1/2 hrs. BK
Mr. Joseph Saeli Principal	Elementary Reporting Conferences	I. U. #3	Search Status #187-3	7/13		8/15	T 18-1/2 hrs. BK
Don Wood Physics Teacher	Media Technique/ Sm. Group Instruction	I. U. #25	Search Status #767-3	6/19		6/13	T 47 hrs. BH not included on june report
Mr. Richard Luoma Principal	Interdisciplinary Approach to Teaching Foreign Languages	I. U. #23 Hatboro-Horsham	Search Status #415-3	6/6		8/2	T 11 hrs. TP

RISE-M/R-7/71 *DI -date initiated *DD-due date *DS-date sent Information Dissemination a sa

ERIC And FIDO Log Sheet

LOG SHEET SM RC

ATE C'D. June 1972	SUBJECT HEADING	SCHOOL OR DISTRICT	GRADE LEVEL	INDIVIDUAL	DATE COMPLETE	# OF M.F.	# OF PHOTOS	# H.
/1	Physical Ed / Educ. Disadvantaged	Asst. Supt. Elem. Educ.			6/6	13		6
/5	M7 [illegible] educ	Russell College		Sister [illegible]	6/6	20		
/2	Continuous Progress Plan	D. Russell	[illegible]		6/7	14		8
/5	Likert Profile	[illegible]	[illegible]	Ken Neberg	6/8	10	21	5
/9	M7 [illegible] education	[illegible] S.D.	[illegible]	Owen Smith	6/13	14		
/9	M7 [illegible]	Magnolia	Elem	L. Teeter	6/14	1	15	
/12	Beh. Obj. / Jr. Hi	Redondo Beach	Elem	D. Bedaluce	6/12	21	34	
/12	M7 [illegible] school educ	Russell College		Sister [illegible]	6/14	10		
/13	Attitudes	Norwalk, La Mirada			6/15	19		2
/19	M7 [illegible]	Russell	College	Sister [illegible]	6/20	14		
/19	M7 [illegible]	Monte Vista	elem	Dr. B. Newlin	6/20	26		2
/13	Tests	Monte Vista	[illegible]	Dr. Newlin	6/23	2	11	
/21	Photocopy [illegible] role school principal	Ocean View	Elem	Neberg	6/23	1	15	
/15	Diagnostic Teaching	Anne Darling	Elem	-	6/28	12	6	
/21	Leadership	Ocean View S.D.			6/28	8		2
/1	Counseling Mexican Americans	Yerba Buena		Hi	7/7	8	3	
	Prediction .	Fountain Valley		S.D.	7/6	9	23	14
/27	Early Childhood Education	Fountain Valley		S.D.	7/5	11	32	5
/29	Gifted	Glendale	Unified S.D.		7/12	9	39	14

INTERNAL RECORDS

UTAH-TAIS

Gentlemen:

Your publication has been suggested to us for possible addition to our Reference Center. Would you please provide the information requested below and return this form to me.

Name of Publication: ________________________________

Other: ________________________________

Author: ________________________________

Cost for Single Copy: ____________ Cost for Multiple Copies: __________

Subscription Price if a Serial. ____________

Address to order publication from: ________________________________

____

Any other necessary information: ________________________________

____

____

____

Please return this form to:

The Technical Assistance Reference Center
Utah State Board of Education
1400 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

THANK YOU FOR YOUR ASSISTANCE.

Utah - TAIS

PROCEDURES FOR PREP PACKETS

General

1. Order 100 copies of those deemed most essential to project and distribute 20 to each Center of PREP materials that interest the project people. Decision based on Agent's needs.

2. 200 Briefs distributed:

   N. U., Norm Kohler -- 52
   C.S.A., Ruth Nielsen -- 50
   S. E., Robert Hanson -- 40
   S. W., Jerry Hawley -- 25
   USAIL -- 5
   Special Education -- 5
   JoAnne Gilles -- 1
   S.E.A. -- Individual briefs distributed to specialists and clients at Reference Center Manager's discretion

3. Xeroxed one copy of all back issues so all four agents have one copy of each Kit. Keeping current with purchase. If not one of particular value distribute one Kit to each Agent that comes from USOE (five single copies).

NCEC

Early Childhood: USOE supplied enough for each to have one set gratis.
Reading: One sent to Center (USOE) belatedly. Four others had to be ordered at project expense.

Utah - TAIS

PROCEDURES FOR SECURING STATE DEPARTMENT SPECIALISTS

Formal

Follow agency policy on personnel - formally issued policy (see attached).

Informal

Call Ken or Kathy

If a team will need deputy approval see Formal Procedure.

More Informal Requests

Contact specialist informally, discuss.
Possibly have to contact Division Administrator, but usually specialist just keeps Division Administrator informed and is free to call or contact individual, or to make arrangement for visits. Reference Center assists with arrangements if desired. Report given to Reference Center Manager generally.

Information on requests being forwarded with explanation of Boulder materials as a several pronged effort to inform specialists of materials, keep them informed and solicit their help when necessary.

Utah-TAIS

PROCEDURES FOR COMMUNICATION AND COORDINATION OF TECHNICAL ASSISTANCE PROGRAM

1. Upon receipt of a request for assistance Dr. Lindsay will probe the problem with the regional agent and the district, and seek consultation of staff within the office to determine scope, schedule and constraints.

2. Dr. Lindsay will formulate a list of resources, competencies and divisions to be involved.

3. Dr. Lindsay will meet with Dr. Winget for review of the problem, etc.

4. Dr. Lindsay will contact division administrators for assignment of members to the technical assistance team within and without the agency.

5. Dr. Winget will contact Dr. Hall and Dr. Campbell where appropriate.

6. Dr. Lindsay will meet with Dr. Winget for designation of leadership for the team.

7. Assignments to team members will be made by division administrators and detailed explanation will be made by Dr. Lindsay.

8. Assignments out of agency will be contacted by Dr. Lindsay.

9. Refinement of problem will be made by task force and performance criteria developed.

10. Appropriate communication will be made within agency and dissemination will be given attention.

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PROCEDURES FOR ASSESSING CHARGES AND COLLECTING

General

1. Present - none.
   Future - yes - not yet determined.

2. Possibility of charging for PREP.

3. Possibility of charging for searches - Boulder or own Query.
   a. University coordination is excellent and could bring these people in.

4. No charge for state library searches.

5. Media Division charges for Hard Copy - .15¢ per page, $1.00 minimum only at present time.

Specific

Project pays for subscriptions - magazines and fugitive materials.

Project pays for microfiche collection 1968, 1969, 1970 and 1971.

Project pays for books if necessary.

Project pays for equipment to house "fiche" - four cabinets and one more to come.
Two file cabinets for records.

TECHNICAL ASSISTANCE PROJECT CHECK LIST

Utah - TAIS

The TAP secretaries are responsible to the Resource Agent, work part time for the Technical Assistance Project, and are extremely important to the success of the project.

The secretary coordinates with the Regional Center specialists and staff, the TAP Reference Center staff, and the requesters in the area.

The basic function of the secretary is to assist the Resource Agent in his attempts to close the gap between research and practice in education.

SPECIFIC RESPONSIBILITIES:

TAP USER REQUEST FORM

Take the request from the agent and type.
If a SID, the descriptors will be indicated by the agent.
Fill out the TAP user request form in quadruplicate. Number and fill in any work done at the center on the request, such as PREP, or an abstract given.
Do a preliminary search of RIE, CIJE, or other ERIC materials. (Use Search Sheet for instructions on how to do this.) Send Search Sheet to RC when further searching by the Center is desired.
Send copies of the TAP user request form to the appropriate source. Three copies go to the Reference Center for further disposition. Please keep one copy of all request forms for the agent's files. The RC will number the requests.
Make out a TAP request form for "local" requests, hold in the Center till month's end. Send "local" request forms and the log sheets to the RC on the last day of the month. These will be recorded and counted in the Project request totals.

LOG Record the Boulder and "local" requests on the log sheets. Record dates.
Record returned "fugitive" information from RC and the dates.
Record the sets of "fiche" on the log sheets.

PREP Keep an up-to-date listing of the Kits and the Briefs as they arrive, also the circulation of these. Handle the ordering operations according to the new PREP policy.

NCEC Keep an up-to-date listing of the NCEC materials as they arrive and the circulation of these. List the Title III materials as they arrive and the distribution of these.

RIE & CIJE Keep an accurate record of the arrival of the monthly editions of these journals. Notify Mary Ruth if any volumes do not arrive. Use them in searching.

MICRO-FICHE Keep a separate microfiche record that indicates the ED number, the number of fiche per document, the arrival date, circulation and return date to the RC. Only the Regional Center will have the record of where the "fiche" is. It is the agent's decision if he wants the subject and title of the "fiche" recorded. Insert "fiche" evaluation form when sending out "fiche" and return these to the Reference Center with the monthly materials. Assist the agent in the "Not Available" document retrieval.

MISC. Gather and package materials as needed by the agent for his clients, and record the circulation of these.
Remain flexible so that whatever the agent must do in the future that is new or different can be handled efficiently.

Utah-TA15

PROCEDURES FOR SECURING INSTITUTIONAL SPECIALISTS

General & Specific

1. Write-up of skills needed to accomplish task.
2. Present to deputy superintendent for recommendation and approval.
3. Contact institutional specialist for availability.
4. Fill out "pink slip" (contract or authorization form).
5. Present to Program Review Committee and Executive Committee
6. If a contract - to State Finance Department, Board of Examiners, for clearance.
7. Contact institutional specialist and arrange schedule.
8. After performing service submit voucher for payment to Auxiliary Services Division.

Utah- TAIS

PROCEDURES FOR HANDLING LOAN EQUIPMENT

General

1. Microfiche selected from files through Document Request Form or from agent's request: pulled, recorded in log, sent to agent's center where secretary records who specifically gets fiche.
2. Readers purchased by project for Centers. Agent handles circulation of these.
3. S.E.A. Reader-Printer handled by Media Division for S.E.A. use. (.15¢ per sheet, $1.00 minimum charge).
4. Portable Reader in Reference Center may be used at no charge.

Specific

State Library - Interlibrary loan of books when possible - informal by phone.

In office material, books, pamphlets, etc., sent to agents and checked out from Reference Center - recorded here and in regional center

Project - Administration pays xeroxing costs (in house).

MEC

SAMPLE

NAME: ______________________________

SCHOOL DISTRICT: ______________________________

POSITION: ______________ LOCATION: __________

NO. OF YEARS IN PRESENT POSITION: ______ PHONE: ______

HOME ADDRESS: ______________ PHONE: ______

PAST EXPERIENCE

A. Former Positions:

School District	Position	No. of Years
______________	______________	________
______________	______________	________
______________	______________	________

B. Education:

Undergraduate Degree __________ Institution: ________

Graduate Work: Area

Institution ______________________

Degree ______________________

Area ______________________

Institution ______________________

Degree ______________________

C. Past Accomplishments; Awards, Publications: __________

____

____

____

MEC

D. Past experience(s) with the ERIC Information System:

E. Reason(s) for desiring the Mini-Grant:

SAMPLE

MEC

MERRIMACK EDUCATION CENTER
Successful Educational Practices
Proposal Form

Title of Educational Practice ______________________________

____

Submitted by: ____________ **School:** ______________________

Telephone No.: ___________ **School System:** _______________

I. Please describe the educational practices you are proposing.

II. Please define the learning objectives of your program.

III. Please list what facilities, materials and/or equipment (other than that found in typical classroom space) that you would find necessary for your presentation.

IV. In outline form, show how you would present your educational practices in a workshop situation.

Please return this form to the:

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

COMPUTER CENTER

KANSAS -PC

PROJECT COMMUNICATE coding form

(15)

PROGRAM EDSRCHR1

PROGRAMMER

DATE 27 Jul 72

USER—ACCT. NUMBER

CLASS IDENTIFICATION

PUNCHING INSTRUCTIONS

/ /

STATEMENT

```
0566INDIVIDUALIZED INSTRUCTION.AND.((MATHEMATICS. OR. MATHEMATICS INSTRUCTION.OR.
    ELEMENTARY SCHOOL MATHEMATICS).AND.(ELEMENTARY GRADES.OR.ELEMENTARY EDUCATIO
    N.OR.INTERMEDIATE GRADES.OR.GRADE 4))$
```

PHOTODUPLICATION REQUEST FORM

RISE

Requestor's Name________________ Date of Request__________ Date to Penn State__________

DO NOT WRITE IN THESE SPACES		TO BE COMPLETED BY REQUESTOR							
Seq. No.	Accession No.	Journal Title	Vol. No.	PPS.	Date Mo/Yr.	AUTHOR Last Name, Initials	Et Al	Article Title	E J No.

Instructions:
- Use as many lines as needed for writing clarity.
- Leave one blank line between each citation.
- Return to June Katucki after completing form.

Rev. 1/7/77

RISE

INCORPORATED MATERIAL

The material listed below has been incorporated into this folder and is housed in its original folder.

Citation	Folder Number

RISE
PROJECT CONTROL
CHARGE CARD

NAME ______________________

APPROVAL ______________________

☐☐☐☐☐☐
WK. ENDING
(SUNDAY)
(MO–DAY–YR)

DATE																	
	MON.		TUES.		WED.		THUR.		FRI.		SAT.		SUN.		TOTAL		PROJECT NO.
	REG	O.T.	REG	O.T.	REG	O.T.	REG	O.T.	REG	O.T.	REG	O.T.	REG	O.T.	REG.	O.T.	
Total Daily Hours																	

HOURLY RATE ______________

GROSS PAY ______________

TOTAL		

Searches (1-24)

01 Negotiation
02 Logging
03 Search Strategy
04 Searching
05 Correspondence
06 Telephoning
07 Duplicating
08 Collating
09 Photoduplication Requests
10
11 Visitation
12 Personal Interview
13 Evaluation/Review
14 Reading
15 Writing Reports, etc.
16 Bibliographies

Ready Reference (25-29)

25 Negotiation
26 Searching
27 Duplicating
28 Correspondence
29

Field Agent (30-34)

30 Visit outside R.I.S.E.
31 Visit inside R.I.S.E.

Dialog (35-39)

35 Demonstration
36 Searching

SC - Title III sub contract

TP - Training Project

CS - Computer sub contract

CT - Contract Search

General (40-79)

49 Inventory
50 Telecopier
51 Typing
52 Filing
53 Ordering
54 Purchasing
55 Indexing
56 Cataloging
57 Duplicating
58 Mailing
59 Preparation of Publication (writing, editing, printing)
60 Mailing of Publications
61 Administration
62 Telephone Correspondence
63 Preparation of Reports (writing, editing, printing)
64 Written Correspondence
65 Machine Maintenance
66 Preparation for Presentation
67 Photoduplication Requests
68 Microfiche Duplication
69 Bookkeeping
70 Collating
71 Mailing Lists
72 Machine training
73 Logging
74 Computer-Writing Strategy
75 Computer-Decollating
76 Processing Mail
77 Technical processing
78 Acquistions - (Library)
79 Shelving

Indirect (80-100)

80 Vacation
81 Illness
82 Holiday
83 Personal Day
84 Staff Meeting
85 Conference - RISE
86 Conference - Outside RISE
87 Paid Lost Time
88 Reading
89 RISE Orientation
90 RISE Tour
91 Travel
92 Training New Personnel
93 Training Period
94 Mini-Training Visitors
95 Interview Applicants
96 Staff Training (new procedures)
97 General Maintenance
98 RemKard Demonstration
99 Training Session - Evaluation

CATALOGING INDEXING WORKSHEET.

RESEARCH & INFORMATION SERVICES FOR EDUCATION
198 Allendale Road, King of Prussia, Pa, 19406

ACCESSION NUMBER____________________

Corporate author

Largest element____________________

Location of smallest element____________________

Smallest element____________________

○ Harrisburg, Pa.

○ New York, N. Y.

○ Philadelphia, Pa.

○ Washington, D. C.

TITLE____________________

Descriptive note____________________

Personal author(s)____________________

Date____________________ Pagination____________________p,

○ Grant no.
○ Contract no.
○ Report no.
○ Research report no.
○ Sup. Docs. no.

MAJOR DESCRIPTORS

SUPPLEMENTARY NOTES:

○ biblio,
○ biblio.footnotes
○ annotated biblio.
○ subject index
○ name index
○ author index
○ subject & author index
○ glossary
○ illus,
○ charts
○ graphs
○ maps
○ photos
○ plans
○ tables
○ appendix
○ appendices
other____________________

DATES:

Received__________

Cataloged__________

Indexed__________

In system__________

INITIALS:

Cataloged__________

Indexed__________

CATALOGING: All cataloging will be done in accordance with the COSATI Standards, (See Sec. 13.4 of the Standards for the catalog card format) and/or Anglo-American Cataloging Rules.

INDEXING: Use the Thesaurus of ERIC Descriptors.

RISE

8/72

REQUEST FORMS

Center No.__________________ Utah-TAIS R. C. No.______________________

First Request Yes_____ No_____

Name of Requester__________________________________ Title____________________

School/Office/District__________________________ Phone____________________

Address____ City______________ Zip______

RC Number

DATES TO: RETURN TO:

Original	RC	Eric-Other	RC	Agent	User	Follow-up

Did the request come directly from the requester? Yes___ No___ Was there a go between?

Name and Position____

Submitted to Ref. Center by: Form______ Telephone______ In Person______ Letter______

Subject

1. Please state in your own words the information you seek. You may want to word your area of concern in a question form, define your understanding of key concepts or underline key words. Educational Area:______________________

Age or Grade__________. Be as specific as possible.*_________________________

____

____

____

2. Main use for information (e.g., curriculum revision, research proposal, etc.)___

____

3. Please indicate the type of information desired. (Please check or fill in.)

ERIC SEARCHES: See Indexes.

CATALOG Search No.____________________ CATALOG Issue No.____________________

CATALOG Title____

PET (Packets of Education Topics) Topic Category____________________________

Packet Title(s)____

CAP (Current Awareness Profile) No.____________ CAP Title____________________

____

SID (Indiv. Search in Depth) Include SID form_______________________________

File Name (Requestor)

OTHER SERVICES:

Technical Assistance____________________ PREP #____________ NCEC____________

Bibliographies: Type______________ Program Surveys: Subject & Level__________

Microfiche______________________________ Other_______________________________

MATERIALS SUPPLIED:_______________________ MF______________ HC______________

Any Action taken by Agent or Reference Center. Explain:_____________________

____

____

____

____

____

EVALUATION COMMENT:____

____

____

*Please use a separate form for each request.

TEXAS INFORMATION SERVICE

USER REQUEST FORM

TIS

USER'S NAME: ____________________

TITLE: ____________________

ADDRESS: ____________________

____

____

PHONE: ____________________

USER DESCRIPTION

[ ] Public Schools
  [ ] Teacher ([ ] 1-6, [ ] 7-8, [ ] 9-12)
  [ ] Administrator ([ ] 1-6, [ ] 7-8, [ ] 9-12,[ ]Gen'l)
  [ ] Supervisor ([ ] 1-6, [ ] 7-8, [ ] 9-12)
  [ ] Other ____________________

[ ] Texas Education Agency
  Div. or Dept. ____________________

[ ] Education Service Center
  Dept. ____________________

[ ] Teacher Center
[ ] TERC
[ ] College / University ([ ] Staff, [ ] Student)
[ ] Professional Assn.
[ ] State Government
[ ] Other state agency
[ ] Other ____________________

COMPLETE STATEMENT OF QUESTION:

____

PURPOSE FOR THE INFORMATION (e.g., planning an inservice program): ____________________

RESTRICTIONS:

Time span: From 19____
Age______ or Grade______

Subject area ____________________

Other instructions ____________________

DESCRIBE EXTENT OF USER'S SEARCH TO DATE: ____________________

REQUEST RECEIVED BY: ____________________

[ ] Phone
[ ] Letter
[ ] Visit

Date Rec'd: ____________________

Date Information Required: ____________________

User has access to:

[ ] Microfiche reader
[ ] Microfiche collection

FOR TIS USE ONLY

SEARCH # ____________________
DATE REC'd ____________________
DATE COMPLETED ____________________
EVALUATION FORM, DATE ____________________

SERVICES

[ ] Bibliography, stock
  [ ] CAT [ ] CAP
  [ ] PET [ ] TIS
[ ] Bibliography, to order
  [ ] TIS
    [ ] Manual
    [ ] Computer
  [ ] SID
[ ] TIS paper
[ ] TIS package
[ ] Journal reprint
[ ] Consultant reference
[ ] Program reference
[ ] Microfiche loan
[ ] Microfiche copy
[ ] Document loan
[ ] Publications list
[ ] Other ____________________

TIME RECORD

	Hrs.	Min.	Ini
Search:			
Typing:			
Screening:			
Other:			
Total:			

DESCRIPTORS:

RIE ISSUES SEARCHED:

CIJE ISSUES SEARCHED:

TIS FILES SEARCHED:

☐ ALERT
☐ CEDaR
☐ MD files
☐ Journal files
☐ Misc. files

CONSULTANT/PROGRAM REFERRALS:

Name:
Address:

Phone:

Name:
Address:

Phone:

COMMENTS:

San Mateo County
SMERC

SEARCH REQUEST FORM

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name________________________________ Date____________________

Affiliation___________________________ Date Needed______________

Address_____________________________ Phone___________________

____
(City) (State) (Zip)

For ERC Use Only

• •

Concise Statement of Problem:____

____

____

____

____

How Material is to be Used (to assist in search):_________________________

____

Age/Grade Restrictions: ____________ Subject Area Restrictions: ____________ Time Span Restrictions: After 19__ ____

Interest Level - Check One or More Boxes

☐ Preschool
☐ Kindergarten
☐ Primary
☐ Elementary
☐ Junior High
☐ Secondary

Source of Search:

☐ ERIC
☐ Periodicals
☐ All Sources

☐ Research
☐ Concepts - (Theories, Trends, Ideas, Conference Papers)
☐ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
☐ Projects - (Programs, Grants, Program Descriptions)

- -

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE

• •

EVALUATION:____

Completed____________________ Not Completed____________________ Why____________

Hard Copy Prints: No.________ Photocopies: No.____________ Microfiche: No.__________

• •

Utah-TAIS

REQUEST FOR TECHNICAL ASSISTANCE INFORMATION SERVICES

USER REQUEST FORM

RC Number

Subject

File Name (Requester)

Center No. ____________________ R. C. No. ____________________

First Request Yes ______ No ______

Name of Requester ____________________ Title ____________________

School/Office/District ____________________ Phone ____________________

Address ____________________ City ____________ Zip ________

DATES TO: RETURN TO:

Original	RC	Eric-Other	Due	RC	Agent	User	Follow-up

Did the request come directly from the requester? Yes ________ No ________ Was there a go between?

Name and Position ____________________

Submitted to Ref. Center by: Form ________ Telephone ________ In Person ________ Letter ________

1. Please state in your own words the information you seek. You may want to word your area of concern in a question form, define your understanding of key concepts or underline key words. Educational Area: ____________________

Age or Grade ____________. Be as specific as possible.* ____________________

2. Main use for information (e. g., curriculum revision, research proposal, etc.) ____________________

3. Please indicate the type of information desired. (Please check or fill in.)

ERIC SEARCHES: See Indexes.

CATALOG Search No. ____________ CATALOG Issue No. ____________

CATALOG Title ____________________

PET (Packets of Education Topics) Topic Category ____________________

Packet Title(s) ____________________

CAP (Current Awareness Profile) No. ____________ CAP Title ____________

SID (Indiv. Search in Depth) ________ Descriptors: ____________________

OTHER SERVICES:

Technical Assistance ____________ PREP # ____________ NCEC ____________

Bibliographies: Type ____________ Program Surveys: Subject & Level ____________

Microfiche ____________ Other ____________

MATERIALS SUPPLIED: ____________ MF ____________ HC ____________

Any Action taken by Agent or Reference Center. Explain ____________________

EVALUATION COMMENT: ____________________

*Please use a separate form for each request.

REFERENCE CENTER COPY

INDIVIDUALIZED SEARCH IN DEPTH (SID)

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
1750 30TH STREET, SUITE 48 - BOULDER, COLORADO 80301
TELEPHONE: (303) 444-4987

PLEASE PRINT

NAME: ______________________________ DATE: ______________

TITLE: ______________________________ TELEPHONE: ______________

ADDRESS: ______________________________ IS THIS YOUR FIRST REQUEST?

______________________________ ( ) YES ( ) NO

____

REQUEST SUBMITTED BY: (IF DIFFERENT FROM ABOVE)

NAME: ______________________________

TITLE: ______________________________

WHAT IS THE TITLE OR MAJOR SUBJECT AREA OF YOUR REQUEST?

TITLE: ______________________________

WHICH OF THE FOLLOWING LEVELS APPLY TO YOUR TOPIC?

( ) PRE-PRIMARY
( ) KINDERGARTEN
( ) PRIMARY
( ) INTERMEDIATE
( ) ELEMENTARY
( ) JUNIOR HIGH
( ) SENIOR HIGH
( ) SECONDARY
( ) JUNIOR COLLEGE
( ) COLLEGE
( ) GRADUATE
( ) HIGHER ED.
( ) ADULT
( ) PROFESSIONAL
( ) NO LEVEL
( ) OTHER (Please Define)

IF YOU USED THE ERIC THESAURUS OF DESCRIPTOR TERMS FOR YOUR PRELIMINARY SEARCH, PLEASE LIST THOSE TERMS:

______________________ ______________________

______________________ ______________________

______________________ ______________________

WHAT IS THE GENERAL PURPOSE OF YOUR INFORMATION SEARCH?

( ) PROJECT/PROPOSAL RESEARCH
( ) THESIS/DISSERTATION RESEARCH
( ) LITERATURE REVIEW FOR COURSE
( ) GENERAL/PERSONAL INFORMATION
( ) INSTRUCTIONAL METHODS
( ) DEMONSTRATION OF THE SYSTEM
( ) ADMINISTRATIVE/MANAGEMENT ASSN'T.
( ) OTHER (Please Specify)

PLEASE WRITE A DETAILED STATEMENT ABOUT YOUR REQUEST ON THE BACK OF THIS REQUEST FORM.

(NOTE: CONSIDER THE INFORMATION CHECKED IN THE BOXES ABOVE, THE MAJOR TOPIC OF INTEREST, AND THE INTENDED USE OF THE INFORMATION NEEDED. BE AS SPECIFIC AS POSSIBLE.)

PLEASE MAKE A COPY OF THIS REQUEST FOR YOUR RECORDS

SAMPLE

MEC

INFORMATION SUBSCRIPTION SERVICES

School Year: 1971-72

MERRIMACK EDUCATION CENTER
101 Mill Road
Chelmsford, Massachusetts 01824

Please enroll/renew the school system of ____________________ in MEC's Information and Resource Subscription Service which includes:

- Fiche Reader
- Basic Film Library of 200 Documents
- 12 Copies of Research In Education
- 1971 Annual Indexes to Research In Education
- ERIC Thesaurus
- Orientation Session & Consultation Services
- ERIC Products 1970-1971 - An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses

ANNUAL SUBSCRIPTION FEE per school: $150.00

We desire to take advantage of this service for ____________ schools or centers.

TOTAL COST PER SCHOOL: $150.00

Please bill:

School System ______________________________

Address ______________________________

____

Authorizing Agent ______________________________

INFORMS

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Educational Media Section
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

11711-879T2

RECEIVED
AUG 30 1972
DEPARTMENT OF
PUBLIC INSTRUCTION

NEGOTIATOR: Area XIII Media Center

AREA: XIII

CLIENT: Richard Schoonover

DATE: August 29, 1972

POSITION: Special Ed Consultant

PHONE: 366-0503

SCHOOL/DISTRICT: Pottawattamie County Board of Education

CITY: Council Bluffs, Iowa

ZIP: 51501

Please send all materials to Area XIII Media Center.

TOPIC(S):
ED 011929
ED 015 314
ED 030739
ED 011 729
ED 016110
ED 027 659
ED 023 207
ED 024 159
ED 025 095
ED 011 423
EJ 018 544
EJ 012 193
EJ 017 406

CONCISE STATEMENT OF PROBLEM: Request search on all/any information concerning Vocational Education/rehabilitation of the mentally retarded. Curriculum development, etc.

ERIC MAJOR DESCRIPTORS:

ERIC MINOR DESCRIPTORS:

Purpose of search:

Grade level(s):

Restrictions:

Research: ERIC, resumes x
microfiche x
CIJE x

Reference: Textbooks, resource materials, bibliographies, statistics, research reviews, conference reports

THOD OF DELIVERY: Mail

DATE NEEDED: ASAP

REQUEST TAKEN BY: Judie Ridgeley

SEARCH MADE BY:

Resource Information Center
Box 8009, University Station
Grand Forks, North Dakota 58201

ND RIC

INFORMATION REQUEST FORM

(Type or Print)

Name of Requester ______________________

Position ______________________

School Name ______________________

School Address ______________________ ______________ Zip __________

School Telephone Number ______________

Request Submitted By: (If different)

Name ______________________

Position ______________________

SUBMIT ONLY ONE REQUEST PER FORM - PLEASE MAKE A COPY OF THIS REQUEST FOR YOUR RECORDS

What is the major subject area of your request? ______________________

____

Which of the following levels apply to your topic? (Check more than one if necessary)

☐ Pre-Primary
☐ Kindergarten
☐ Primary
☐ Intermediate
☐ Elementary
☐ Junior High
☐ Senior High
☐ Secondary
☐ Junior College
☐ College
☐ Graduate
☐ Higher Ed.
☐ Adults
☐ Professional
☐ No Level
☐ Other (Please Define) ______________

What is the general purpose of your information search? (Check only one)

☐ Proposal Preparation
☐ Thesis or Course Work
☐ Personal Information
☐ Classroom Teaching Methods
☐ Administration or Management
☐ Curriculum Development
☐ Other (Please Define) ______________

Please give a specific statement of the problem for which you desire information. Use your own words or those of the person requesting the information. Submit only one request per form.

____

____

____

____

____

FOR RIC USE ONLY

PROJECT COMMUNICATE **Request Form** KANSAS- PC ①

Name Charlie Brown **Date** July 27, 1972

School KANSAS Elementary School **District** 543

Address 120 E. 10th St. Topeka, Ks. 66612
street city zip

Check all terms that apply: **Phone** 296-3136

(X) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

I would like to have information about individualizing instruction in math for my 4th grade class. The students are average in ability.

Reason for request:

Would like to up-grade Teaching Techniques

Which of the following levels apply to your topic? (Check more than one if necessary)

( ) Pre-Primary
( ) Kindergarten
( ) Primary
( ) Intermediate
(X) Elementary
( ) Junior High
( ) Senior High
( ) Secondary
( ) Junior College
( ) College
( ) Graduate
( ) Higher Ed.
( ) Adults
( ) Professional
( ) No Level
( ) Other (Please Define)

SUBMIT ONLY ONE REQUEST PER FORM

162

Form 50-06-101-1M

PROJECT COMMUNICATE (4) **Request Form** KANSAS- PC (1-6)

Name Brown, Charlie (7-26) **Date** 7/27/72

School Kansas Elementary School **District** 543 (29-31)

Address 120 E. 10th St. Topeka, Ks. 66612
street city zip

Check all terms that apply: (27) 1 **Phone** 296-3136

(x) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

Mr. Brown would like information about individualizing instruction in math for his 4th grade class. The students are average in ability.

Reason for request:

Would like to up-grade teaching techniques.

Follow-up comments

(28) 1
(32) 3
(35) 3
(36)
( ) 030

(5)

720566 (33-3
J4

date received
date requested
date filled 7/28/7

Descriptors: (38-77)

Individualized
Mathematics

Sources:

R + J

(2)

KANSAS PC

[illegible] REQUEST SHEET

DEPARTMENT EDUCATION

1. PROGRAM NAME EDSRCH 121
PROGRAMMER Herlig
CLASS
CALL [illegible] X

DATE 31 Aug. 1972
RETURN TO
EST. RUN TIME 15 min

2. TYPE [illegible]

☐ [illegible]
☒ RUN [illegible]
☐ SORT

CAN THIS [illegible] CANCELLED FOR ANY REASON? YES____ NO____

3. I/O DEVICES

INPUT
CARDS TAPE

[illegible]

TYPE/FORMS

CARRIAGE
TAPE NAME

TAPE & DISK ASSIGNMENT	FILE IDENTIFICATION NAME	IN OUT
D04009		IN

4. RETURN TO USER

[✓ A. LIS[illegible]]
B. [illegible]
C. OUTPUT [illegible]
D. [illegible]
E. CARDS [illegible]

OPERATOR REMARKS

SC RIU

THE SOUTH CAROLINA STATE LIBRARY
in cooperation with
RESEARCH INFORMATION UNIT
SOUTH CAROLINA DEPARTMENT OF EDUCATION

______________ (District Number)

______________ (RIU Number)

REQUEST FOR INFORMATION SERVICES

Date of Request ______________

NAME OF REQUESTER ______________ Position ______________

OFFICE ______________ Phone ______________

ADDRESS ______________

DESCRIPTION OF INFORMATION REQUESTED:

____

ERIC THESAURUS TERMS: ______________

To further aid in answering the request, please check only those terms as are appropriate to the request topic and which clarify the above description.

DISTINCTIVE FEATURES:

- ______ Low Cost Program
- ______ Low Reading Level
- ______ Non-Graded
- ______ Individualized
- ______ Programmed Instruction
- ______ Performance Objectives
- ______ Diagnostic/Evaluative Test
- ______ Detailed Lesson Plan
- ______ Computer Assisted Instruction
- ______ Multi-Media
- ______ Parent Community Involvement
- ______ Interdisciplinary
- ______ Student Self-Direction
- ______ Discovery Inquiry
- ______ Bilingual
- ______ Other: ______________

TARGET AUDIENCE:

- ______ Students General
- ______ Gifted
- ______ Slow Learners
- ______ Educationally Disadvantaged
- ______ Ethnic Group
- ______ Learning Disability
- ______ Physically Handicapped
- ______ Parents/Community Group
- ______ Administrators/Supervisors
- ______ Teachers and Paraprofessionals
- ______ Other

GRADE LEVEL (S): ______________

Purpose for which information is requested ______________

Types of Information preferred: ______ Research ______ Program

Exact date information is needed ______________

If you are presently employed in a South Carolina school district, indicate position and district:

______________ position ______________ district

SDE 33-037-00

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
117 WEST RIDGE PIKE
CONSHOHOCKEN, PA. 19428 215 - 825-9141

Search Project
Serial Number ________

RESEARCH UTILIZATION SPECIALIST

QUESTION NEGOTIATION RECORD

NAME OF CLIENT ____________________
POSITION/TITLE ____________________
SCHOOL NAME/DISTRICT ____________________
ADDRESS ____________________
____
TELEPHONE ____________________

Contact method (circle one):
Phone Letter Visit
IU name/number ____________
RUS ____________
Date received ____________
Date begun ____________
Date required ____________
Date renegotiated ____________
Date completed ____________
Date sent from I.U. ____________

Title of Search ____________________
(supplied by R.I.S.E.)
____
____

Purpose of question ____________________
____
____
____
____
____
____

Audience: ____________________

Concise statement of question ____

____

____

____

____

____

____

____

____

Restrictions:

Time span: 19____ to present (limit 5-10 years for most searches)

Age or grade: ____ to ____ Subject area ________________________________

Other instructions: ____

____

____

____

____

____

Authorities in field ____

____

Sources investigated previous to search ________________________________

____

____

Response form

Documents __________ Bibliography __________

Abstracts __________ Microfiche __________

INDEXES AND REVIEWS TO SEARCH (List in order)

Major Indexes
_____ ERIC - Research in Education
_____ Office of Education Research Reports 1956-1965
_____ Current Index to Journals in Education
_____ Education Index
_____ Dialog

Other Indexes
_____ Child Development Abstracts and Bibliography
_____ Dissertation Abstracts
_____ Educational Administration Abstracts
_____ Mental Retardation Abstracts
_____
_____
_____
_____

REFERENCES SOURCES TO SEARCH

_____ Document and Book Collection
_____ Educational Research Service (NEA) Collection
_____ Encyclopedia of Educational Research
_____ Handbook of Experimental Psychology
_____ Handbook of Research on Teaching
_____ Headstart Test Collection Report (Newsletter)
_____ Mental Measurements Yearbook
_____ PREP Kits
_____ Review of Educational Research
_____ Test Collection Bulletin (Newsletter)
_____ Tests in Print
_____ Wisconsin Research and Development Publications
_____ Reading Test and Reviews (Buros)

SEARCH RECORD

Pertinent R.I.S.E. projects completed:

Project Number	Title
_____	____
_____	____

Search Terms (descriptors, subject headings)

ERIC ____

SEARS ____

L. C. ____

A detailed record of the search in each index must be recorded. There may be more than one project associate searching on a single project and/or we may update this search in the future. Record the month and year of the search span and each subject term or descriptor used in searching the index. Refer to the literature searching manual for an example. Also, briefly comment (one word may be sufficient) on the quantity and quality of the pertinent documents found in each index.

RESEARCH IN EDUCATION (ERIC)

From __________ to __________

Descriptors: ____

____

Usefulness of this index: ____

____

CURRENT INDEX TO JOURNALS IN EDUCATION

From __________ to __________

Subject/Descriptor terms: ____

____

Usefulness of this index: ____

____

DIALOG

From __________ to __________

Subject terms: ____

____

Usefulness of this index: ____

____

DOCUMENT AND BOOK COLLECTION

Subject terms: ____

____

Usefulness of this collection ____

____

____
(Name of additional index) From ________ to ________

Subject/Descriptor terms: ______________________________

____

Usefulness of this index: ______________________________

____

____
(Name of additional index) From ________ to ________

Subject/Descriptor terms: ______________________________

____

Usefulness of this index: ______________________________

____

ORGANIZATIONS CONSULTED

EDUCATIONAL RESEARCH SERVICE (NEA)

1-202-833-5476 Material requested: ______________________________

Ask for Mrs. Stephenson ______________________________

Date of request: ________ ______________________________

____
(Name of additional organization)

Material requested: ______________________________

____
(Person contacted) ______________________________

Date of request: ________

PECIALIST CONSULTED

(name)

(address)

(telephone no.)

Material requested:

(name)

(address)

(telephone no.)

Material requested:

Reviewed by:

Comments:

PROJECT ASSOCIATE ASSIGNED	Hours	Date	Hours	Date	Hours	Date

SELECTIVE RESPONSE

NAME ______________________

POSITION ______________________

SCHOOL/INSTITUTION ______________________

ADDRESS ______________________

____

PHONE ______________________

Date requested ____________

Received by ____________

I. U. # ____________

RUS ____________

Hours searched ____________

Date replied ____________

SEARCH TITLE and NUMBER ______________________

____

____

NUMBER of ARTICLES REQUESTED ______________________

____

____

DISPOSITION ______________________

____

____

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION

RISE-Rev.-RR-3/72

READY REFERENCE

NAME ______________________ Date requested __________

POSITION ______________________ Received by __________

SCHOOL/INSTITUTION ______________________ I. U. # __________

ADDRESS ______________________ RUS __________

______________________ Hours searched __________

PHONE ______________________ Date replied __________

QUESTION ______________________

____

____

SUBJECT TERMS ______________________

____

____

SOURCES SEARCHED ______________________

____

____

____

DISPOSITION ______________________

____

____

____

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION

RISE-Rev.-RR-3/72

ND RIC

RIC

Resource Information Center

Box 8009, University Station • Grand Forks, North Dakota • 58201

Search No. ________

The microfiche which you requested are enclosed, please advise us through your school's Information Specialist (Librarian) if we can be of further assistance.

Upon completion of your use of the microfiche, give them to the Information Specialist for addition to your school's professional education collection. Microfiche need not be returned to RIC.

Sponsored by: NORTH DAKOTA STATE DEPARTMENT OF PUBLIC INSTRUCTION - Title 111, ESEA

ND RIC

RESOURCE INFORMATION CENTER
Box 8009, University Station
Grand Forks, North Dakota 58201
(701) 777-2511

Search No.__________

DOCUMENT REQUEST FORM

(Type or Print)
Name of Requester____

School Name______________________________Telephone______________

School Address____________________________Zip___________________

The enclosed résumés are the result of a search of the ERIC and/or CIJE data collections as per your request. Should you desire a document, please list the number found in the upper left hand corner of the résumé in the space provided below. Return only this form in the enclosed envelope.

ERIC - The number to use is the one prefaced by the letters ED. No Charge is made to North Dakota elementary and secondary educators for documents provided in microfiche format; college and university faculty and students will be billed a minimum charge of 15¢ per microfiche requested. Please note that you must either purchase or acquire through interlibrary loan those documents indicated as NOT AVAILABLE FROM EDRS.

Document Number	Title of Document	RIC USE ONLY
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		
ED		

Do you require a microfiche reader: _____Yes _____No (RIC has a limited number to loan.)

CIJE - The number to use is the one prefaced by the letters EJ. Journal articles appearing in CIJE are not available on microfiche. Visit the nearest college or university library or request copies of the desired articles through interlibrary loan. If it is necessary to request an article from RIC, a charge of 15¢ per page is necessary. Please submit a check for payment with this request form. Also, allow several weeks for receipt of articles in order that RIC can obtain through interlibrary loan journals not available in North Dakota. Sign below if you are willing to pay a maximum of $5.00 in the unlikely advent that a handling charge is made for interlibrary loan service.

____________________Signature

Document Number	# of Pages	Title of Article	RIC USE ONLY
EJ			
EJ			
EJ			
EJ			
Total pages		X's 15¢ = $	Please make check or money order payable to RIC

T/S

NAME: ____________________

TITLE: ____________________

ADDRESS: ____________________

____

PHONE: ____________________

SUBJECT CLASSIFICATION: ____________________

____

____

DATE: ____________________

TYPE OF SERVICE:

[ ] Lend materials
[ ] Referral to program
[ ] Referral to consultant
[ ] Ready reference
[ ] Provide requested documents
[ ] In-house use of collection
[ ] Search in-depth
[ ] Other

COMMENTS:

____

____

____

____

____

____

____

1/72 USER RECORD FORM

SMERC

SAN M. EO COUNTY BOARD OF EDUCATION

J. RUSSELL KENT – SUPERINTENDENT OF SCHOOLS
COUNTY GOVERNMENT CENTER • REDWOOD CITY, CALIFORNIA 94063

ERC

590 HAMILTON ST
REDWOOD CITY, CALIFORNIA
TELEPHONE 369-1441 x4234

Enclosed please find material which you recently requested from the Educational Resources Center. Any exceptions are noted below:

Type of Search: ____________________

( ) Document(s) being processed; will be forwarded upon completion.

( ) Abstracts enclosed; whole microfiche document available from the Center on request of ED accession number(s).

( ) Abstracts enclosed; document(s) not available from the Center, ordering source indicated.

( ) Document(s) not available.

( ) See NOTE below for further explanation.

We trust you will find the attached materials of value to you in your work. If we may be of further assistance, please feel free to contact the Educational Resources Center.

(Mrs.) Marcia B. Garman
Research Analyst
EDUCATIONAL RESOURCES CENTER

NOTE:

5C RIU

RIU Number

ORDER FORM FOR MICROFICHE AND JOURNAL ARTICLES

Please complete this order blank and forward it to your District Representative or Communication Specialist: ______________________________

The following journal articles (resumes of which were on computer sheets that I received) are of interest to me. Please send copies of the entire articles.

Accession Number	Title and Date of Journal	Title of Article	Page Numbers
EJ			

I would like microfiche copies of the following educational documents which I have listed by their accession number (ED- - - - -).

Accession Number	Accession Number	Accession Number
ED		

R.I.S.E. - UNIPAC Order Form

(Return this form to Mrs. Carolyn Trohoski, Research and Information Services for Education, 198 Allendale Road, King of Prussia, Pa. 19406, with check or Purchase Order made out to Montgomery County School Fund/R.I.S.E.)

Name____

Position______________________________________

School District_________________________________

Address_______________________________________

Date__________________

P.O. #________________

Note: Payment must accompany order on orders of less than ten dollars ($10.00)

Is this your first order for UNIPACS?_______________

UNIPAC TITLE	UNIPAC #	For Office Use Only no. of fiche	Cost	Total
(Example) LAP over LAP	UN 000 724	1 of 1 x	$.20	$.20
TOTAL COST (Multiply # of UNIPACS by 20¢ each and enter total here)		$		

Note: Use this as an original. Send only photo-copies of this form.

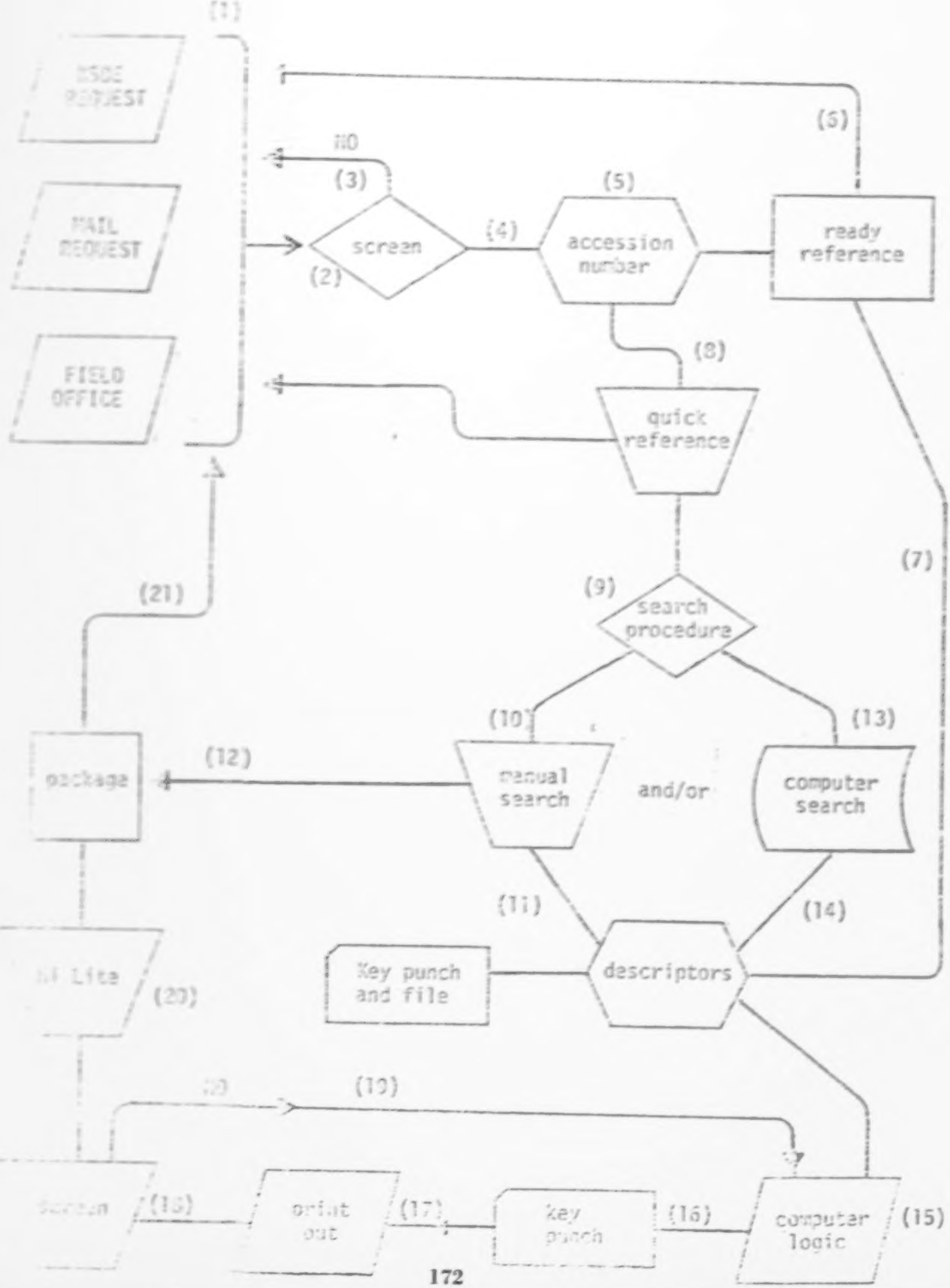
INFORMATION FLOW

KANSAS - PC

Key

PROJECT COMMUNICATE

Information System Flow Chart


(1)
USOE REQUEST
MAIL REQUEST
FIELD OFFICE
NO
(3)
screen
(2)
(4)
(5)
accession number
(6)
ready reference
(8)
quick reference
(7)
(9)
search procedure
(10)
(13)
(12)
package
manual search
and/or
computer search
(11)
(14)
(21)
Key punch and file
descriptors
NF Lite
(20)
NO
(19)
Screen
(18)
print out
(17)
key punch
(16)
computer logic
(15)

PROJECT COMMUNICATE

Information System Flow Chart

(1) Requests originate from KSDE staff, from Level I or Level II schools by mail (Form 50-06-101), or from field agent (Form 50-06-100).

(2) Project director screens request.

(3) If an ambiguity or other discrepancy exists, the client is contacted.

(4) Information is typed on form 50-06-100 (field office sends form 50-06-100 completed) 4-part NCR.

(5) 720000 series number is stamped on form 50-06-100. Log Sheet, working envelope and 3 x 5 card.

(6) If possible the request is filled by Ready Reference.

(7) Descriptors - key punch - filed - IBM card and form 50-06-100.

(8) Quick reference - an interest retaining technique for searches that cannot be filled by Ready Reference.

(9) Search procedure is determined.

(10) Manual Search - CIJE - Ed. Index - in-house material - special material.

(11) Descriptors - key punch - file - IBM card and form 50-06-100.

(12) Material is packaged and sent to client or field office.

(13) Computer search.

(14) Descriptors - key punch - file IBM card and form 50-06-100.

(15) Search logic is written.

(16) Key punch logic.

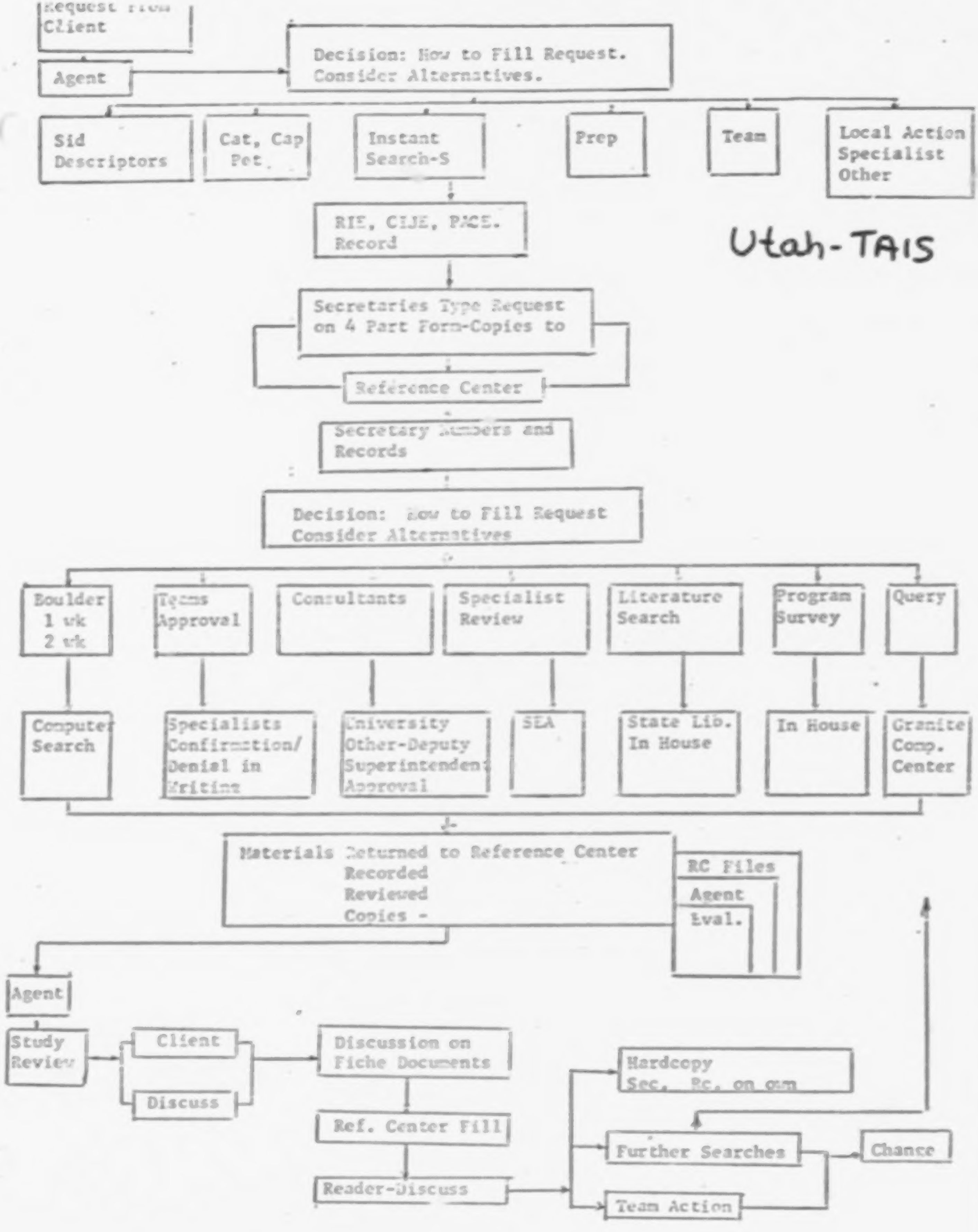
(17) Print out from computer.

(18) Print out is screened.

(19) if no -- rewrite logic.

(20) Hilite abstracts to help client and to give feedback to logic writter.

(21) Print out is packaged with order form (50-06-102) and returned to client. Form 50-06-100 is enclosed with field office package.

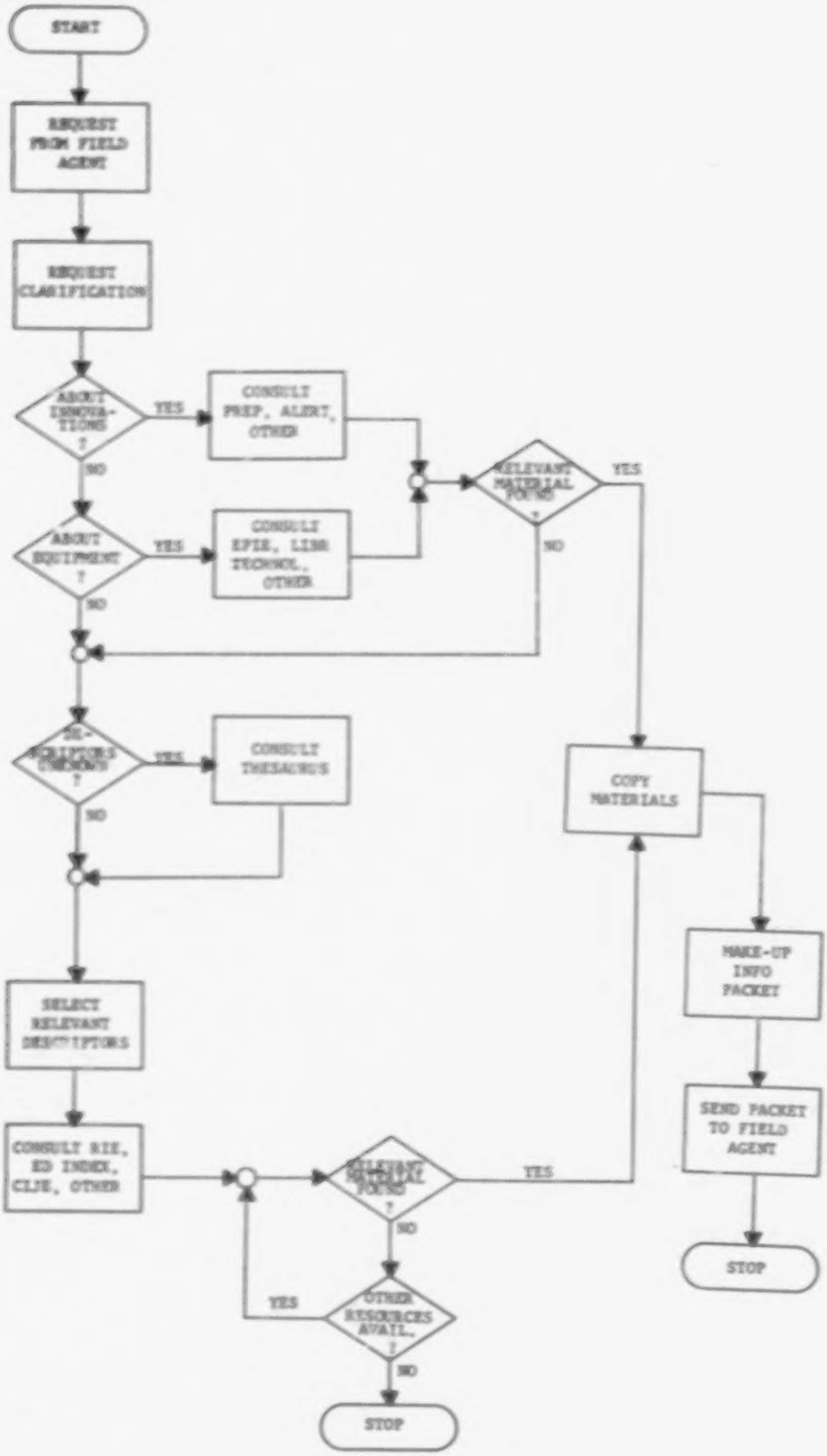

Request from Client
Agent
Decision: How to Fill Request. Consider Alternatives.
Sid Descriptors
Cat, Cap Pet
Instant Search-S
Prep
Team
Local Action Specialist Other
RIE, CIJE, PACE. Record
Secretaries Type Request on 4 Part Form-Copies to
Reference Center
Secretary Numbers and Records
Decision: How to Fill Request Consider Alternatives
Boulder 1 wk 2 wk
Teams Approval
Consultants
Specialist Review
Literature Search
Program Survey
Query
Computer Search
Specialists Confirmation/ Denial in Writing
University Other-Deputy Superintendent Approval
SEA
State Lib. In House
In House
Granite Comp. Center
Materials Returned to Reference Center Recorded Reviewed Copies -
RC Files
Agent
Eval.
Agent
Study Review
Client
Discuss
Discussion on Fiche Documents
Ref. Center Fill
Reader-Discuss
Hardcopy Sec. Rc. on own
Further Searches
Team Action
Chance

Utah-TAIS

Flow Chart-Utah Technical Assistance Project Activities.

9761-79372

FLOWCHART OF THE REFERRAL SPECIALIST'S INFORMATION SEARCH


START
REQUEST FROM FIELD AGENT
REQUEST CLARIFICATION
ABOUT INNOVATIONS ?
YES
NO
CONSULT PREP, ALERT, OTHER
RELEVANT MATERIAL FOUND ?
YES
NO
ABOUT EQUIPMENT ?
YES
NO
CONSULT EPIE, LIBR TECHNOL, OTHER
DESCRIPTORS UNKNOWN ?
YES
NO
CONSULT THESAURUS
COPY MATERIALS
SELECT RELEVANT DESCRIPTORS
MAKE-UP INFO PACKET
SEND PACKET TO FIELD AGENT
STOP
CONSULT RIE, ED INDEX, CIJE, OTHER
RELEVANT MATERIAL FOUND ?
YES
NO
OTHER RESOURCES AVAIL. ?
YES
NO
STOP

EVALUATION FORMS

TIS

USER'S EVALUATION OF
TIS SERVICES

Texas Information Services (TIS)
6504 Tracor Lane
Austin, Texas 78721
512/926-8050, X50

Search No.__________

Name:

Position:

School or Institution:

Search Title:

In order to help us improve our service of providing useful information to Texas educators, we will appreciate your completing this questionnaire to evaluate the recent information search conducted for you by TIS. If you have further comments, criticisms, or suggestions, we welcome them. *Please return in the enclosed self-addressed envelope at your earliest convenience.* Thank you for your cooperation.

Directions: Check only one alternative for each question.

	Great	Above Average	Average	Small	Not At All
1. To what extend did you find it easy to specify your topic with the person handling your request?	☐	☐	☐	☐	☐
2. To what extent was your topic adequately covered by the TIS information package?	☐	☐	☐	☐	☐
3. To what extent did the information sent by TIS increase your understanding of the requested topic?	☐	☐	☐	☐	☐
4. To what extent do you consider the information searching service of TIS to be useful for your professional functioning?	☐	☐	☐	☐	☐

5. Would you prefer receiving initial information on your subject in the form of:

☐ A listing of publications and activities, with provision for ordering the publications of your choice from TIS in microfiche or paper copy.
☐ Abstracts.
☐ The publication itself, selected by TIS.
☐ A review of the literature.
☐ An analysis of the subject.
☐ Other (specify)______________________________

6. If you have access to a microfiche reader, or if one could be loaned to you by TIS, would you read documents on microfiche?
☐ Yes ☐ No

7. Were too many materials provided in your package? ☐ Yes ☐ No

8. The information package sent to you arrived:
   - ☐ Earlier than expected.
   - ☐ In time for your purposes.
   - ☐ Late but still useful.
   - ☐ Too late for your purposes.

9. If resource people and/or exemplary programs were suggested to you, did you contact them?
   - ☐ No
   - ☐ Yes (Please identify names and programs below)

		Visit	Phone	Letter
1.	______________________	☐	☐	☐
2.	______________________	☐	☐	☐
3.	______________________	☐	☐	☐
4.	______________________	☐	☐	☐
5.	______________________	☐	☐	☐

If "yes" how would you rate the contribution of resource people and/or programs? (Please write the number of the resource listed above beside the appropriate response.)

_______ Provided some new ideas
_______ Provided little that was new
_______ Reinforced present thinking
_______ Irrelevant
_______ Other (specify)______________________________
____

10. a. Your original purpose in requesting the information package was: (check only one)
   - ☐ Making a decision on an educational issue.
   - ☐ Planning a new program.
   - ☐ Revising an existing program.
   - ☐ Increasing professional knowledge.
   - ☐ Other (please specify)______________________________

   ____

   b. After receiving the TIS information package, how was it actually used (if different from 10a.)? (Use other side if necessary.)

   ____
   ____

11. a. Will the information package be routinely circulated in your department or school? ☐ Yes ☐ No
   b. How many people besides yourself will use the information package? ☐ None ☐ 1-5 ☐ Over 5
   c. Will part(s) of the information package be reproduced for wider dissemination? ☐ Yes ☐ No
   If "yes," please identify part(s) (e.g., "bibliographies," "literature reviews," etc.):______________________________

   ____
   ____
   ____

12. What comments, criticisms, or suggestions can you offer about the information search and/or TIS service? (Use other side if necessary.) ______________________________

____
____
____

NC
BOCES

STATE DISSEMINATION STRATEGY SESSION EVALUATION

Basic Data

Where do you work? ___State education agency; ___Local education agency;
___Other (Specify).

What is your position?________________ Your State?________

Title of the State strategy session:________________________

What time was this session held? ___1:30-2:30 ___3:00-4:00 PM

Evaluative Data

Instruction: Check one of the following reactions for each of the four statements below:

NA = Not applicable or don't know
SA = Strongly Agree
A = Agree. (I agree more than I disagree)
D = Disagree. (I disagree more than I agree)
SD = Strongly Disagree

	NA	SA	A	D	SD
1. Our State has an effective operationalized system for identification, validation, and dissemination of proven practices.	___	___	___	___	___
2. Our State should invest more staff time and funds for the identification, validation, and dissemination of proven practices	___	___	___	___	___
3. The State dissemination strategy presented at this session has practical value for my State	___	___	___	___	___
4. The State dissemination strategy presented at this session stimulated several ideas for dissemination that I would like to see implemented in my State.	___	___	___	___	___

5. Comments:________________________________

1271 I-91[illegible]2

INFORMS EVALUATION FORM

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Educational Media Section
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

NEGOTIATOR:________________________ DATE:________________

CLIENT:________________________ POSITION:________________

SCHOOL/DISTRICT:________________________ CITY:________________

This evaluation form is a measure of the relevance and value of the information sent in response to your request. At this time manual searches will be the only method of retrieval of information from our data bank. It is most important that this evaluation form be completed with constructive criticism given. Please complete this form and return it in the enclosed pre-addressed envelope.

1. How did you receive the packet of information?

   Personal contact ________________
   Mail ________________
   Title II delivery ________________

2. Did you have direction in the use of the information packet?

   Yes ________________
   No ________________

   Comment on the effectiveness of the directions to the use of the material:

3. Were the search materials pertinent to your request?

	All(100%)	Most(75%)	Half(50%)	Few(25%)	None(0%)
Microfiche and/or abstracts					
Xeroxed articles					
Bibliographies					
Pamphlets					
Other materials					

4. Was the information received of sufficient use to you that you would be willing to pay for a search?

5. Please make additional comments, helpful suggestions or criticisms.

ND RIC

Preliminary Draft

RIC EVALUATION FORM

Interviewer ____________________

Position ____________________ Agency __________________________ Search No. ___

1. Were you able to identify from the abstracts provided materials which appeared to meet your information needs? ___Yes ___No ___Partially

2. Have you received (___Yes ___No), have you requested (___Yes ___No), or are you going to request (___Yes ___No) documents?

   In microfiche___, hard copy___, or both___ formats?

3. Did the documents received provide you with the type of information desired?

   ___Yes ___No ___Partially

4. Have others used the material you received? ___Yes ___No Approximately how many___?

   Have others seen the material you received? ___Yes ___No Approximately how many___?

5. a. Do you have access in your school to a microfiche reader? ___Yes ___No

   b. If not, do you wish one on a loan basis? ___Yes ___No When? _______________

6. Is it necessary to:

   a. renegotiate the search? ___Yes ___No

   b. broaden the search to cover related areas? ___Yes ___No

   c. conduct a search on a different topic? ___Yes ___No

7. What specific benefits can you point to as having resulted from the information provided? ____

8. What strengths or weaknesses were there in the services provided you by RIC?

   ____

9. Can RIC assist you in any way in furthering your problem-solving efforts?

   ___Yes ___No In what way? ____

   ____

RISE

LITERATURE SEARCH

EVALUATION

Search #______

NAME: ____

POSITION ____

SCHOOL OR INSTITUTION______________________________

SEARCH TITLE ______________________________________

Directions: Check only one alternative for each question. Most of the questions allow you to check one of five alternatives from "very good" to "negligible". Please return in the enclosed self-addressed envelope at your earliest convenience.

	VERY GOOD ▽	ABOVE AVERAGE ▽	AVERAGE ▽	BELOW AVERAGE ▽	NEGLIGIBLE ▽
1. To what extent did you find it easy to specify your topic with the person handling your request?	☐	☐	☐	☐	☐
2. To what extent was your topic adequately covered by the R.I.S.E. information package?	☐	☐	☐	☐	☐
3. To what extent did the information sent by R.I.S.E. increase your understanding of the requested topic?	☐	☐	☐	☐	☐
4. To what extent do you consider the literature searching service (in general) of R.I.S.E. to be useful for your professional functioning?	☐	☐	☐	☐	☐

5. Which part of the information package do you consider most valuable?

☐ copies of documents ☐ R.I.S.E. bibliography

6. You would rate the copies of documents that were sent to you as:

☐ too technical
☐ technical, but useful
☐ well-balanced between technical and non-technical
☐ non-technical, but useful
☐ too non-technical

RISE Ev. 11/70

7. The information sent to you arrived:

- ☐ much earlier than expected
- ☐ slightly earlier than expected
- ☐ in time for your purposes
- ☐ late but still useful
- ☐ too late for your purposes

8. Your original intent (check only the single most pertinent intent) for the information package was:

- ☐ making a decision concerning an educational issue
- ☐ planning a program that currently is not available
- ☐ modifying or improving a program that currently exists
- ☐ increasing professional background knowledge about a topic
- ☐ other (please specify) ______________________________

9. Do you think you could have done as good a literature search as the one received from R.I.S.E. if given ample time?

☐ yes ☐ no

10. Did you look up any of the citations on the bibliography for which no copies of the document were provided?

☐ yes ☐ no

11. What part of the literature search would you have done alone if the service had not been available from R.I.S.E.?

- ☐ all
- ☐ most
- ☐ some
- ☐ little
- ☐ none

12. After receiving the R.I.S.E. information package, how was it actually used (please use other side if necessary)?

____

____

13. What general comments, criticisms, suggestions, etc., can you offer about the literature search (please use other side if necessary)?

____

____

14. How did you find out about the services of R.I.S.E.?

- ☐ newsletter
- ☐ newspaper
- ☐ in-service
- ☐ R.I.S.E. brochure
- ☐ R.I.S.E. clients
- ☐ other means (specify)_____

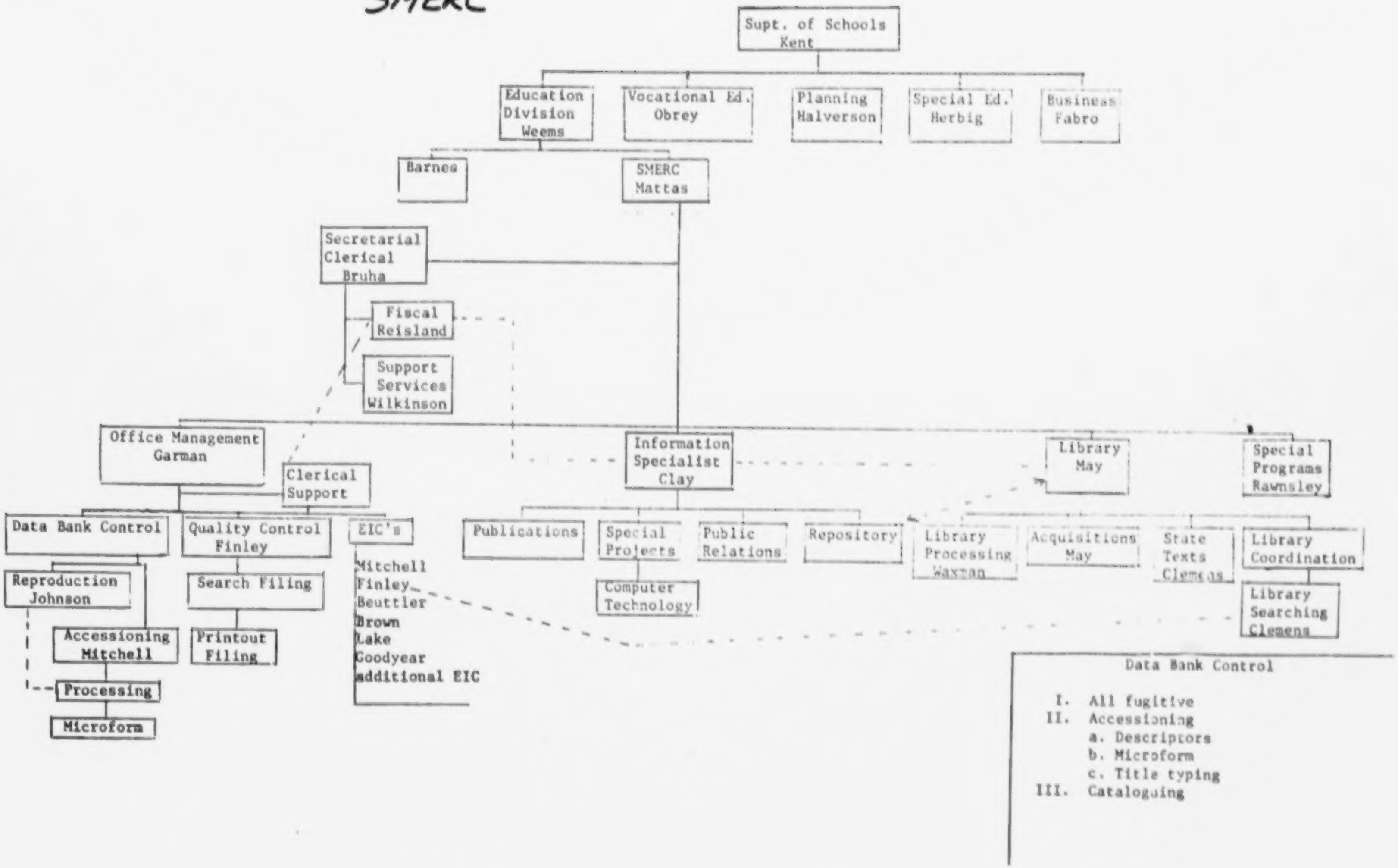
____

THANK YOU FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF R.I.S.E.

RISE Ev. 11/70

ORGANIZATIONAL CHARTS

SMERC


Supt. of Schools Kent
Education Division Weems
Vocational Ed. Obrey
Planning Halverson
Special Ed. Herbig
Business Fabro
Barnes
SMERC Mattas
Secretarial Clerical Bruha
Fiscal Reisland
Support Services Wilkinson
Office Management Garman
Clerical Support
Information Specialist Clay
Library May
Special Programs Rawnsley
Data Bank Control
Quality Control Finley
EIC's
Mitchell
Finley
Beuttler
Brown
Lake
Goodyear
additional EIC
Reproduction Johnson
Accessioning Mitchell
Processing
Microform
Search Filing
Printout Filing
Publications
Special Projects
Computer Technology
Public Relations
Repository
Library Processing Waxman
Acquisitions May
State Texts Clemens
Library Coordination
Library Searching Clemens
Data Bank Control
I. All fugitive
II. Accessioning
a. Descriptors
b. Microform
c. Title typing
III. Cataloguing

NC RIC

State Services of the North Carolina Public Schools

ORGANIZATION CHART

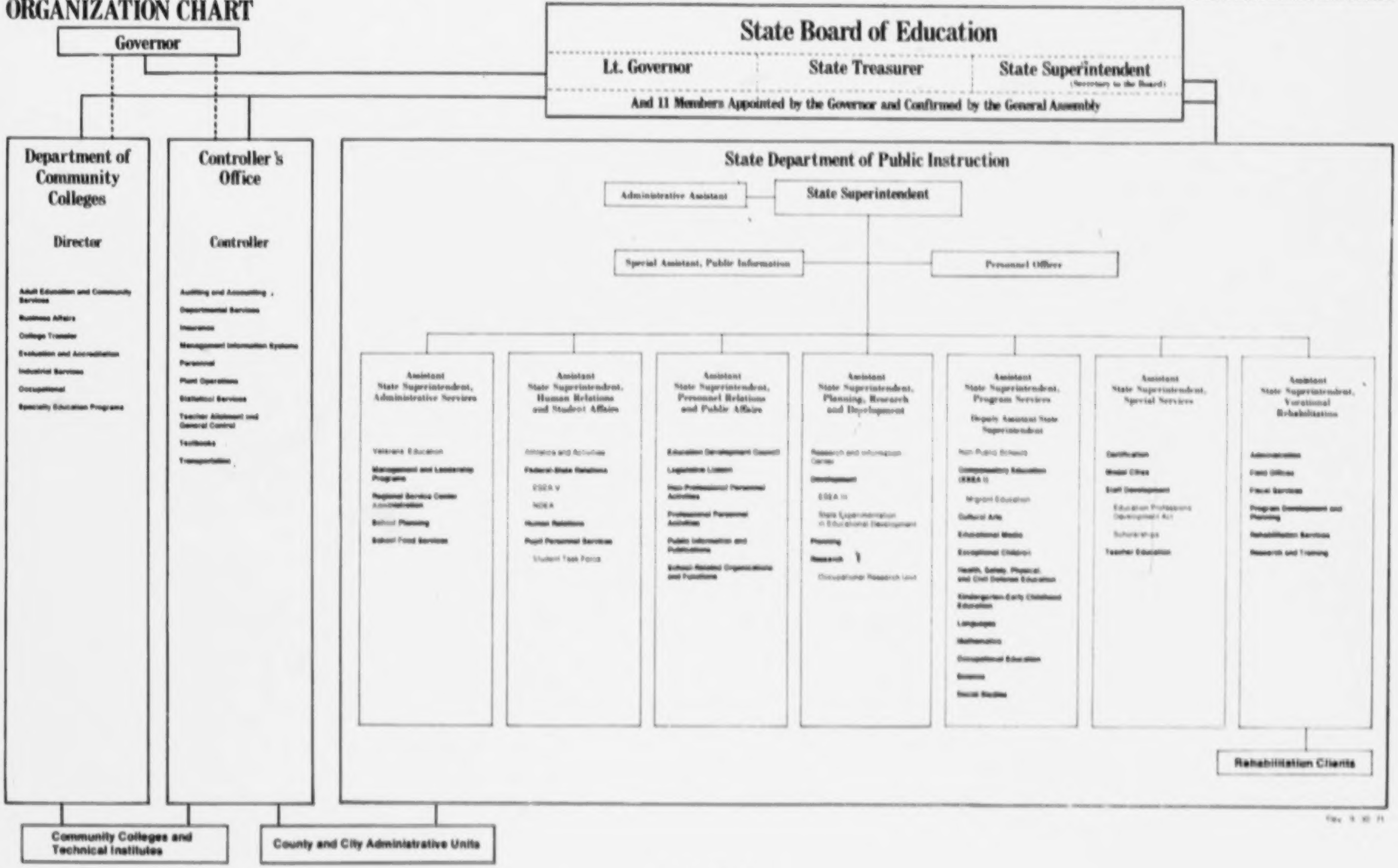
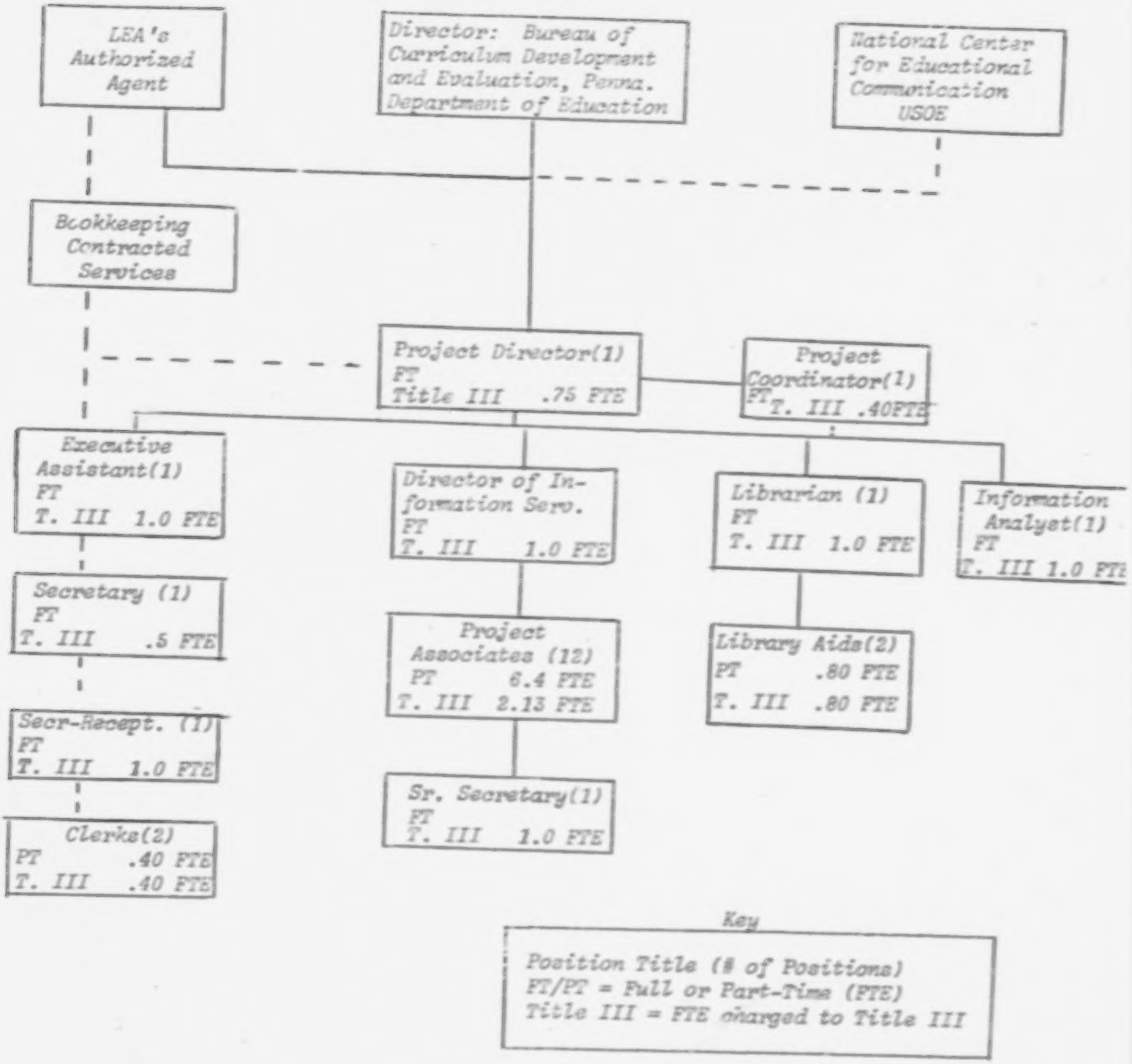

Governor
State Board of Education
Lt. Governor
State Treasurer
State Superintendent
(Secretary to the Board)
And 11 Members Appointed by the Governor and Confirmed by the General Assembly
Department of Community Colleges
Director
Adult Education and Community Services
Business Affairs
College Transfer
Evaluation and Accreditation
Industrial Services
Occupational
Specialty Education Programs
Controller's Office
Controller
Auditing and Accounting
Departmental Services
Insurance
Management Information Systems
Personnel
Plant Operations
Statistical Services
Teacher Allotment and General Control
Textbooks
Transportation
State Department of Public Instruction
Administrative Assistant
State Superintendent
Special Assistant, Public Information
Personnel Officer
Assistant State Superintendent, Administrative Services
Veterans Education
Management and Leadership Programs
Regional Service Center Administration
School Planning
School Food Services
Assistant State Superintendent, Human Relations and Student Affairs
Athletics and Activities
Federal-State Relations
ESEA V
NDEA
Human Relations
Pupil Personnel Services
Student Task Force
Assistant State Superintendent, Personnel Relations and Public Affairs
Education Development Council
Legislative Liaison
Non-Professional Personnel Activities
Professional Personnel Activities
Public Information and Publications
School Related Organizations and Functions
Assistant State Superintendent, Planning, Research and Development
Research and Information Center
Development
ESEA III
State Experimentation in Educational Development
Planning
Research
Occupational Research Unit
Assistant State Superintendent, Program Services
Deputy Assistant State Superintendent
Non Public Schools
Compensatory Education (ESEA I)
Migrant Education
Cultural Arts
Educational Media
Exceptional Children
Health, Safety, Physical, and Civil Defense Education
Kindergarten-Early Childhood Education
Languages
Mathematics
Occupational Education
Science
Social Studies
Assistant State Superintendent, Special Services
Certification
Model Cities
Staff Development
Education Professions Development Act
Scholarships
Teacher Education
Assistant State Superintendent, Vocational Rehabilitation
Administration
Field Offices
Fiscal Services
Program Development and Planning
Rehabilitation Services
Research and Training
Rehabilitation Clients
Rev. 9-10-71
Community Colleges and Technical Institutes
County and City Administrative Units

CHART E

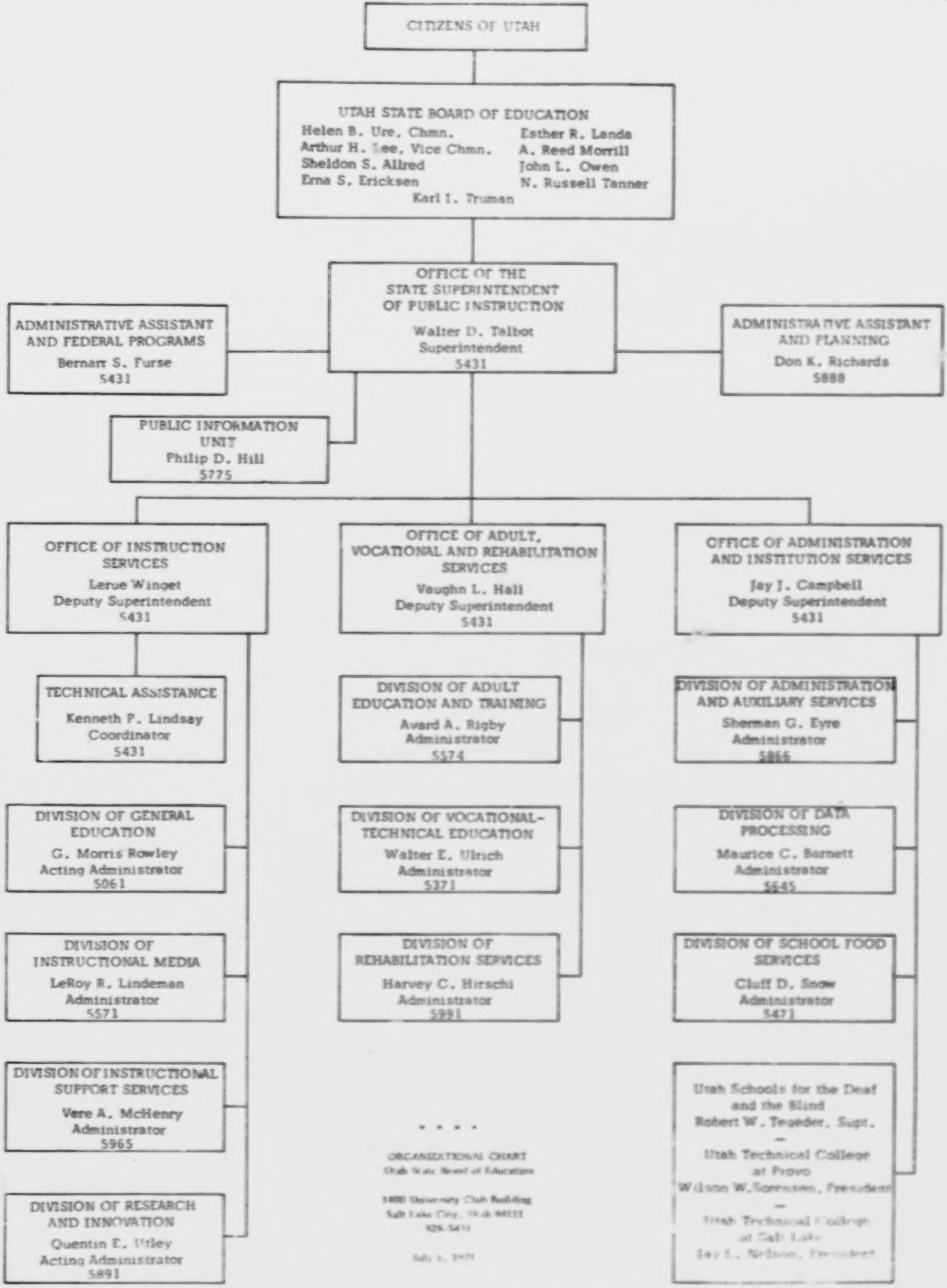
Figure 4

Research and Information Services for Education
1972-73
Organization and Staff Complement
All Resources

Project #3010


LEA's Authorized Agent
Director: Bureau of Curriculum Development and Evaluation, Penna. Department of Education
National Center for Educational Communication USOE
Bookkeeping Contracted Services
Project Director(1) FT Title III .75 FTE
Project Coordinator(1) FT T. III .40FTE
Executive Assistant(1) FT T. III 1.0 FTE
Director of Information Serv. FT T. III 1.0 FTE
Librarian (1) FT T. III 1.0 FTE
Information Analyst(1) FT T. III 1.0 FT
Secretary (1) FT T. III .5 FTE
Project Associates (12) PT 6.4 FTE T. III 2.13 FTE
Library Aids(2) PT .80 FTE T. III .80 FTE
Secr-Recept. (1) FT T. III 1.0 FTE
Sr. Secretary(1) FT T. III 1.0 FTE
Clerks(2) PT .40 FTE T. III .40 FTE
Key
Position Title (# of Positions)
FT/PT = Full or Part-Time (FTE)
Title III = FTE charged to Title III

Utah-TAIS


CITIZENS OF UTAH
UTAH STATE BOARD OF EDUCATION
Helen B. Ure, Chmn.
Arthur H. Lee, Vice Chmn.
Sheldon S. Allred
Erna S. Ericksen
Esther R. Landa
A. Reed Morrill
John L. Owen
N. Russell Tanner
Karl I. Truman
OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Walter D. Talbot
Superintendent
5431
ADMINISTRATIVE ASSISTANT AND FEDERAL PROGRAMS
Bernarr S. Furse
5431
ADMINISTRATIVE ASSISTANT AND PLANNING
Don K. Richards
5888
PUBLIC INFORMATION UNIT
Philip D. Hill
5775
OFFICE OF INSTRUCTION SERVICES
Lerue Winget
Deputy Superintendent
5431
OFFICE OF ADULT, VOCATIONAL AND REHABILITATION SERVICES
Vaughn L. Hall
Deputy Superintendent
5431
OFFICE OF ADMINISTRATION AND INSTITUTION SERVICES
Jay J. Campbell
Deputy Superintendent
5431
TECHNICAL ASSISTANCE
Kenneth P. Lindsay
Coordinator
5431
DIVISION OF GENERAL EDUCATION
G. Morris Rowley
Acting Administrator
5061
DIVISION OF INSTRUCTIONAL MEDIA
LeRoy R. Lindeman
Administrator
5571
DIVISION OF INSTRUCTIONAL SUPPORT SERVICES
Vere A. McHenry
Administrator
5965
DIVISION OF RESEARCH AND INNOVATION
Quentin E. Utley
Acting Administrator
5891
DIVISION OF ADULT EDUCATION AND TRAINING
Avard A. Rigby
Administrator
5574
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
Walter E. Ulrich
Administrator
5371
DIVISION OF REHABILITATION SERVICES
Harvey C. Hirschi
Administrator
5991
DIVISION OF ADMINISTRATION AND AUXILIARY SERVICES
Sherman G. Eyre
Administrator
5866
DIVISION OF DATA PROCESSING
Maurice C. Barnett
Administrator
5645
DIVISION OF SCHOOL FOOD SERVICES
Cluff D. Snow
Administrator
5471
Utah Schools for the Deaf and the Blind
Robert W. Tegeder, Supt.
Utah Technical College at Provo
Wilson W. Sorensen, President
Utah Technical College at Salt Lake
Jay L. Nelson, President

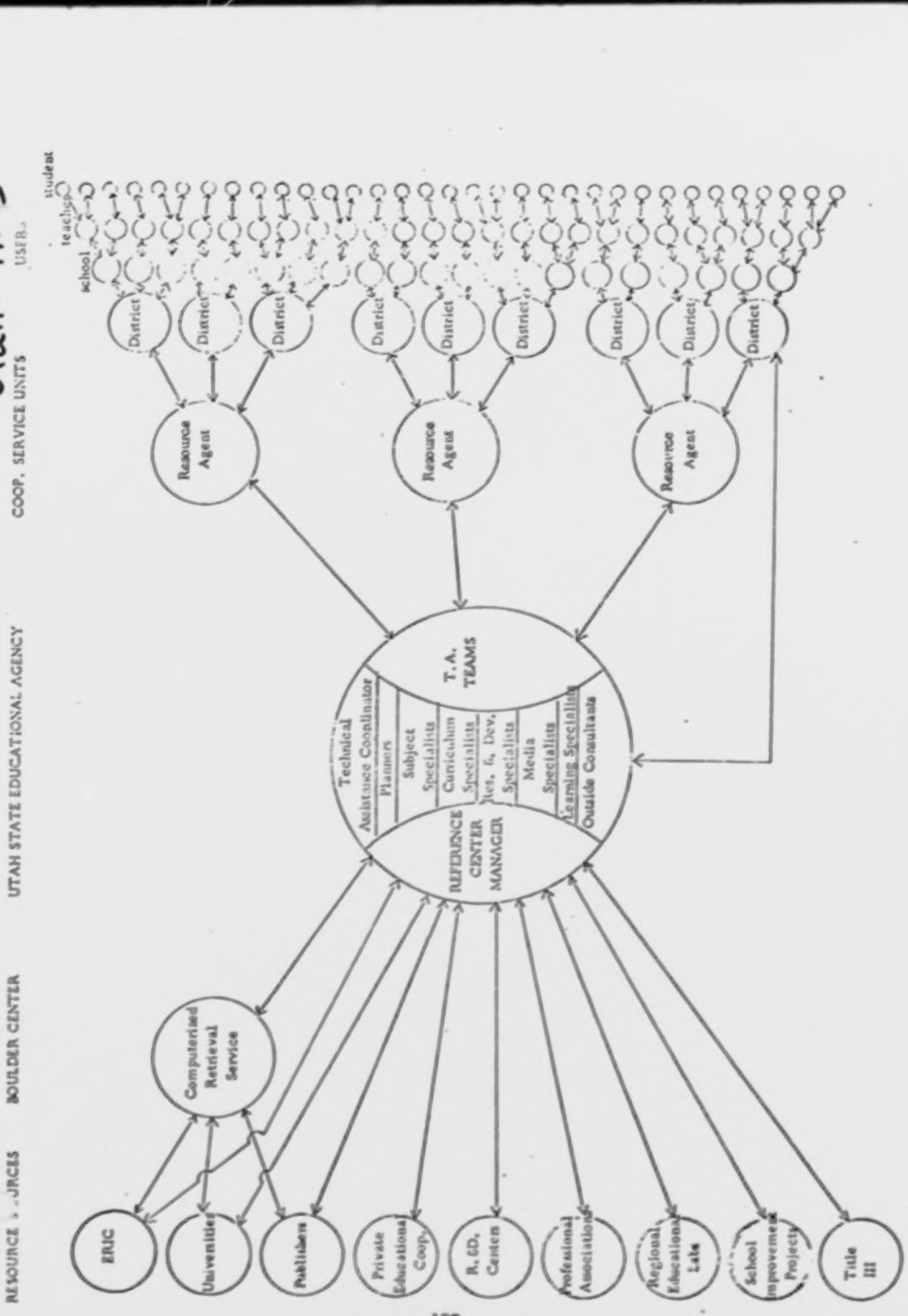
* * * *

ORGANIZATIONAL CHART
Utah State Board of Education

1400 University Club Building
Salt Lake City, Utah 84111
328-5431

July 1, 1970

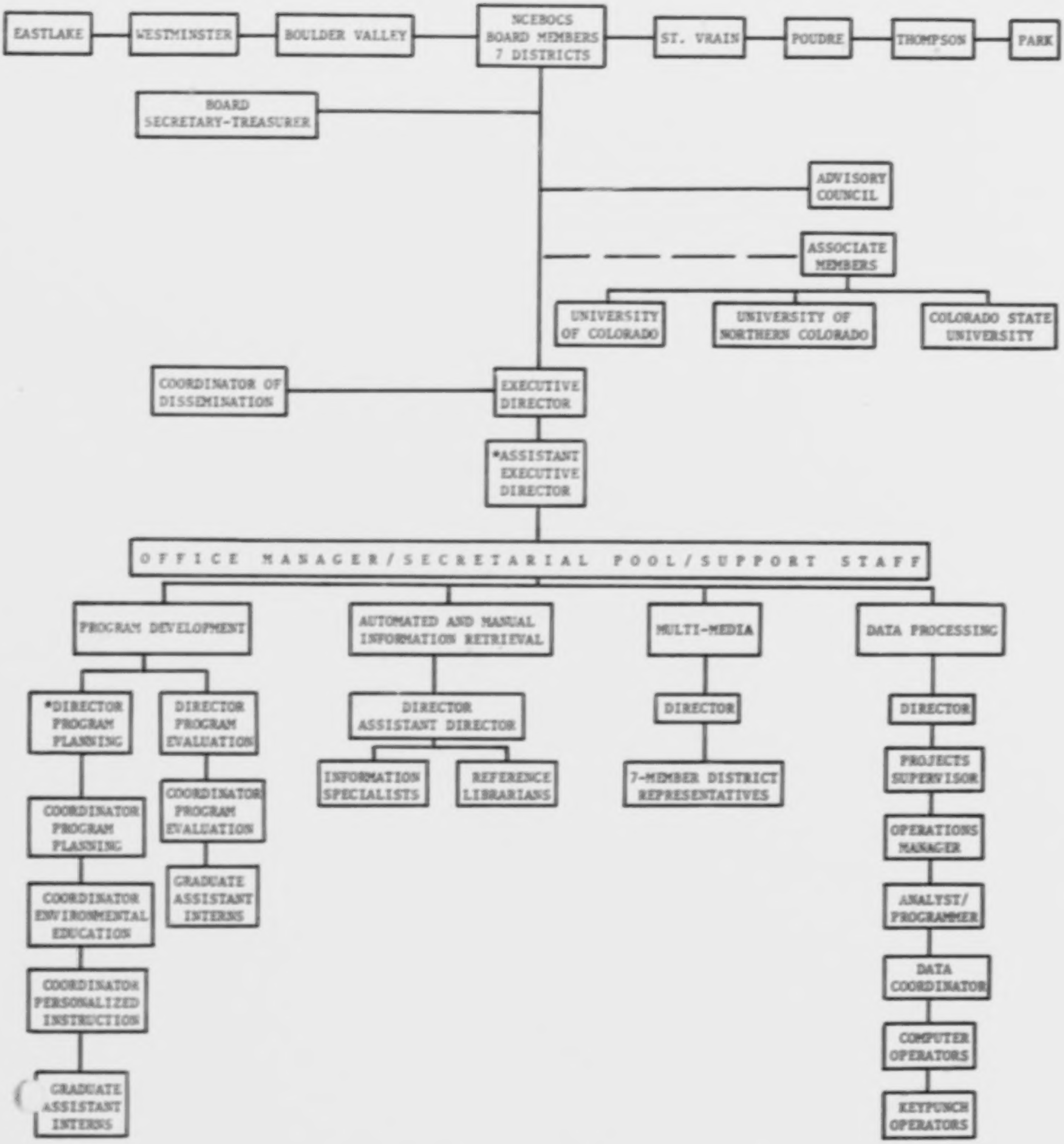
Utah - TA'S


RESOURCE S URCES
BOULDER CENTER
UTAH STATE EDUCATIONAL AGENCY
COOP. SERVICE UNITS
USERS
ERIC
Universities
Publishers
Private Educational Coop.
R. & D. Centers
Professional Associations
Regional Educational Labs
School Improvement Projects
Title III
Computerized Retrieval Service
REFERENCE CENTER MANAGER
Technical Assistance Coordinator
Planners
Subject Specialists
Curriculum Specialists
Res. & Dev. Specialists
Media Specialists
Learning Specialists
Outside Consultants
T. A. TEAMS
Resource Agent
Resource Agent
Resource Agent
District
District
District
District
District
District
District
District
District
school
teacher
student

NC
BOCES

NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES

FY 1971 - 1972


EASTLAKE
WESTMINSTER
BOULDER VALLEY
NCEBOCS BOARD MEMBERS 7 DISTRICTS
ST. VRAIN
POUDRE
THOMPSON
PARK
BOARD SECRETARY-TREASURER
ADVISORY COUNCIL
ASSOCIATE MEMBERS
UNIVERSITY OF COLORADO
UNIVERSITY OF NORTHERN COLORADO
COLORADO STATE UNIVERSITY
COORDINATOR OF DISSEMINATION
EXECUTIVE DIRECTOR
*ASSISTANT EXECUTIVE DIRECTOR
OFFICE MANAGER/SECRETARIAL POOL/SUPPORT STAFF
PROGRAM DEVELOPMENT
AUTOMATED AND MANUAL INFORMATION RETRIEVAL
MULTI-MEDIA
DATA PROCESSING
*DIRECTOR PROGRAM PLANNING
DIRECTOR PROGRAM EVALUATION
COORDINATOR PROGRAM PLANNING
COORDINATOR PROGRAM EVALUATION
COORDINATOR ENVIRONMENTAL EDUCATION
GRADUATE ASSISTANT INTERNS
COORDINATOR PERSONALIZED INSTRUCTION
GRADUATE ASSISTANT INTERNS
DIRECTOR ASSISTANT DIRECTOR
INFORMATION SPECIALISTS
REFERENCE LIBRARIANS
DIRECTOR
7-MEMBER DISTRICT REPRESENTATIVES
DIRECTOR
PROJECTS SUPERVISOR
OPERATIONS MANAGER
ANALYST/ PROGRAMMER
DATA COORDINATOR
COMPUTER OPERATORS
KEYPUNCH OPERATORS

FOR MORE INFORMATION ABOUT SPECIFIC
SERVICES OFFERED BY THE NCEBOCS,
CONTACT

EXECUTIVE DIRECTOR: DR. WALTER TURNER

NCEBOCS BOARD SECRETARY-TREASURER: MRS. CARMEN CRAWFORD

ASSISTANT DIRECTOR & DIRECTOR OF PROGRAM DEVELOPMENT: TED ROGERS

DIRECTOR OF PROGRAM EVALUATION: DR. TOM CRAWFORD

- COORDINATOR OF PROGRAM PLANNING: AL BUCKNER
- COORDINATOR OF PROGRAM EVALUATION: MRS. CATHY FELKNOR
- COORDINATOR OF PERSONALIZED INSTRUCTION: TERRY SHOEMAKER
- COORDINATOR OF ENVIRONMENTAL EDUCATION: DR. RICHARD CASEBEER
  - MUSEUM-COORDINATOR: MISS MARY ANN TOMASKO (443-2211 Ext. 8881)

DIRECTOR OF DATA PROCESSING: GENE MOONEYHAM

- PROJECTS SUPERVISOR: BILL NAUGHTIN
- OPERATIONS MANAGER: MIKE ALLISON
- ANALYST/PROGRAMMER: GENE WEGHER

DIRECTOR OF MULTI-MEDIA: BILL McCLEARY

- ASSISTANT DIRECTOR: MISS ROMIE LUNDQUIST

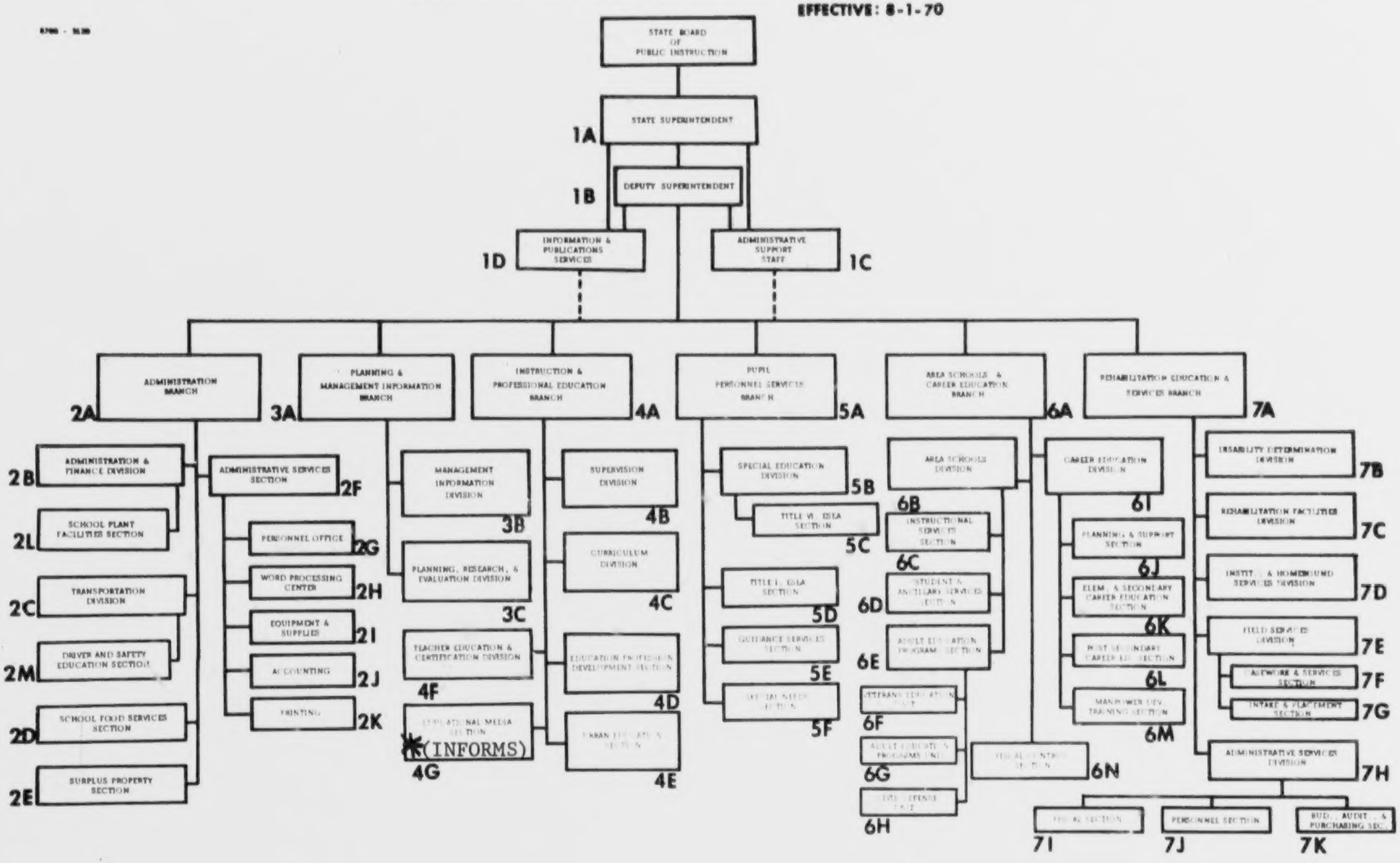
COORDINATOR OF INFORMATION SERVICES: MRS. LINDA SIMONS

NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
1750 - 30th STREET, SUITE 48, BOULDER, COLORADO 80301
PHONE: (303) 444-4987

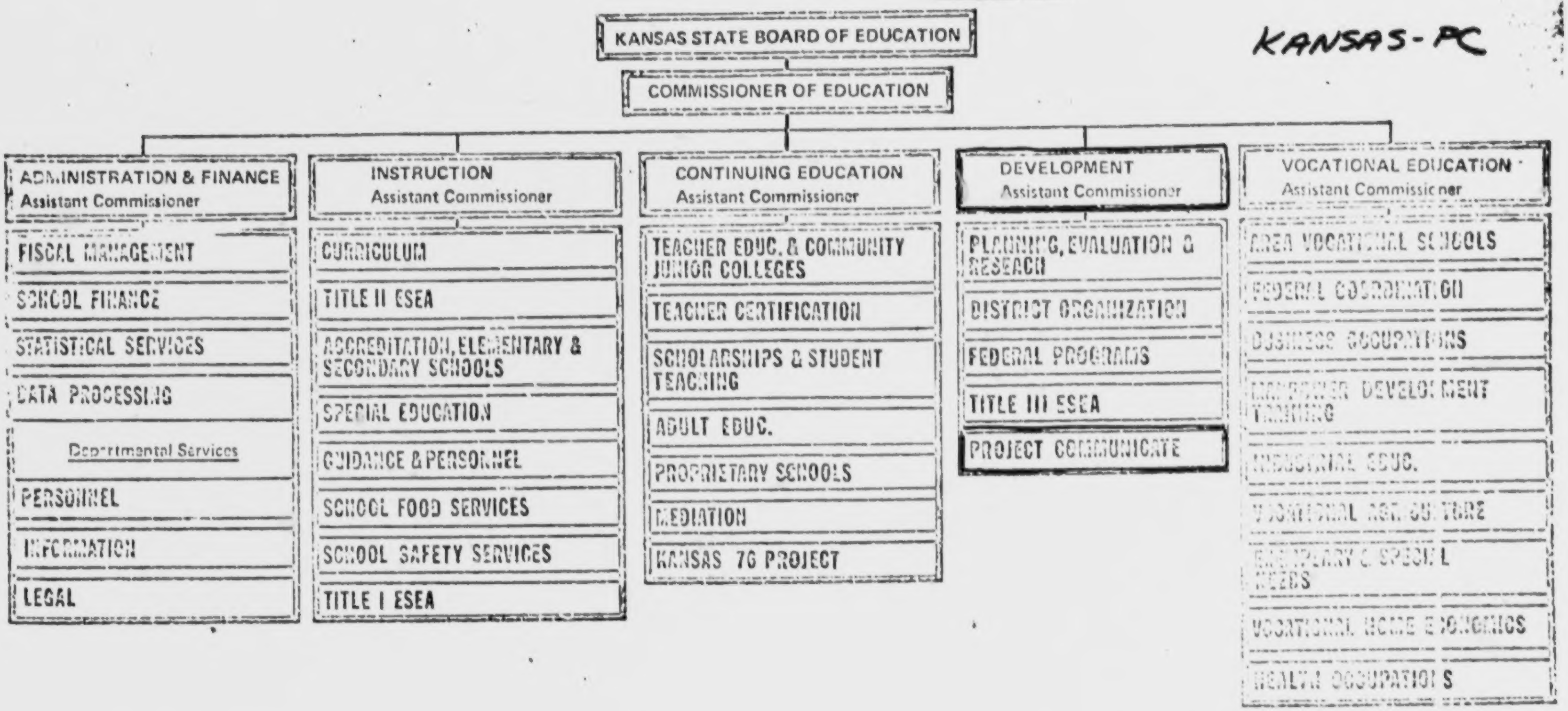
INFORMS

IOWA
DEPARTMENT OF PUBLIC INSTRUCTION ORGANIZATION

EFFECTIVE: 8-1-70


STATE BOARD OF PUBLIC INSTRUCTION
STATE SUPERINTENDENT 1A
DEPUTY SUPERINTENDENT 1B
ADMINISTRATIVE SUPPORT STAFF 1C
INFORMATION & PUBLICATIONS SERVICES 1D
ADMINISTRATION BRANCH 2A
ADMINISTRATION & FINANCE DIVISION 2B
TRANSPORTATION DIVISION 2C
SCHOOL FOOD SERVICES SECTION 2D
SURPLUS PROPERTY SECTION 2E
ADMINISTRATIVE SERVICES SECTION 2F
PERSONNEL OFFICE 2G
WORD PROCESSING CENTER 2H
EQUIPMENT & SUPPLIES 2I
ACCOUNTING 2J
PRINTING 2K
SCHOOL PLANT FACILITIES SECTION 2L
DRIVER AND SAFETY EDUCATION SECTION 2M
PLANNING & MANAGEMENT INFORMATION BRANCH 3A
MANAGEMENT INFORMATION DIVISION 3B
PLANNING, RESEARCH, & EVALUATION DIVISION 3C
INSTRUCTION & PROFESSIONAL EDUCATION BRANCH 4A
SUPERVISION DIVISION 4B
CURRICULUM DIVISION 4C
EDUCATION PROFESSION DEVELOPMENT SECTION 4D
URBAN EDUCATION SECTION 4E
TEACHER EDUCATION & CERTIFICATION DIVISION 4F
EDUCATIONAL MEDIA SECTION 4G
*(INFORMS)
PUPIL PERSONNEL SERVICES BRANCH 5A
SPECIAL EDUCATION DIVISION 5B
TITLE VI, ESEA SECTION 5C
TITLE I, ESEA SECTION 5D
GUIDANCE SERVICES SECTION 5E
SPECIAL NEEDS SECTION 5F
AREA SCHOOLS & CAREER EDUCATION BRANCH 6A
AREA SCHOOLS DIVISION 6B
INSTRUCTIONAL SERVICES SECTION 6C
STUDENT & ANCILLARY SERVICES SECTION 6D
ADULT EDUCATION PROGRAMS SECTION 6E
VETERANS EDUCATION UNIT 6F
ADULT EDUCATION PROGRAMS UNIT 6G
CIVIL DEFENSE UNIT 6H
CAREER EDUCATION DIVISION 6I
PLANNING & SUPPORT SECTION 6J
ELEM. & SECONDARY CAREER EDUCATION SECTION 6K
POST SECONDARY CAREER ED. SECTION 6L
MANPOWER DEV. TRAINING SECTION 6M
FISCAL CONTROL SECTION 6N
REHABILITATION EDUCATION & SERVICES BRANCH 7A
DISABILITY DETERMINATION DIVISION 7B
REHABILITATION FACILITIES DIVISION 7C
INSTIT. & HOMEBOUND SERVICES DIVISION 7D
FIELD SERVICES DIVISION 7E
CASEWORK & SERVICES SECTION 7F
INTAKE & PLACEMENT SECTION 7G
ADMINISTRATIVE SERVICES DIVISION 7H
FISCAL SECTION 7I
PERSONNEL SECTION 7J
BUD., AUDIT, & PURCHASING SEC. 7K

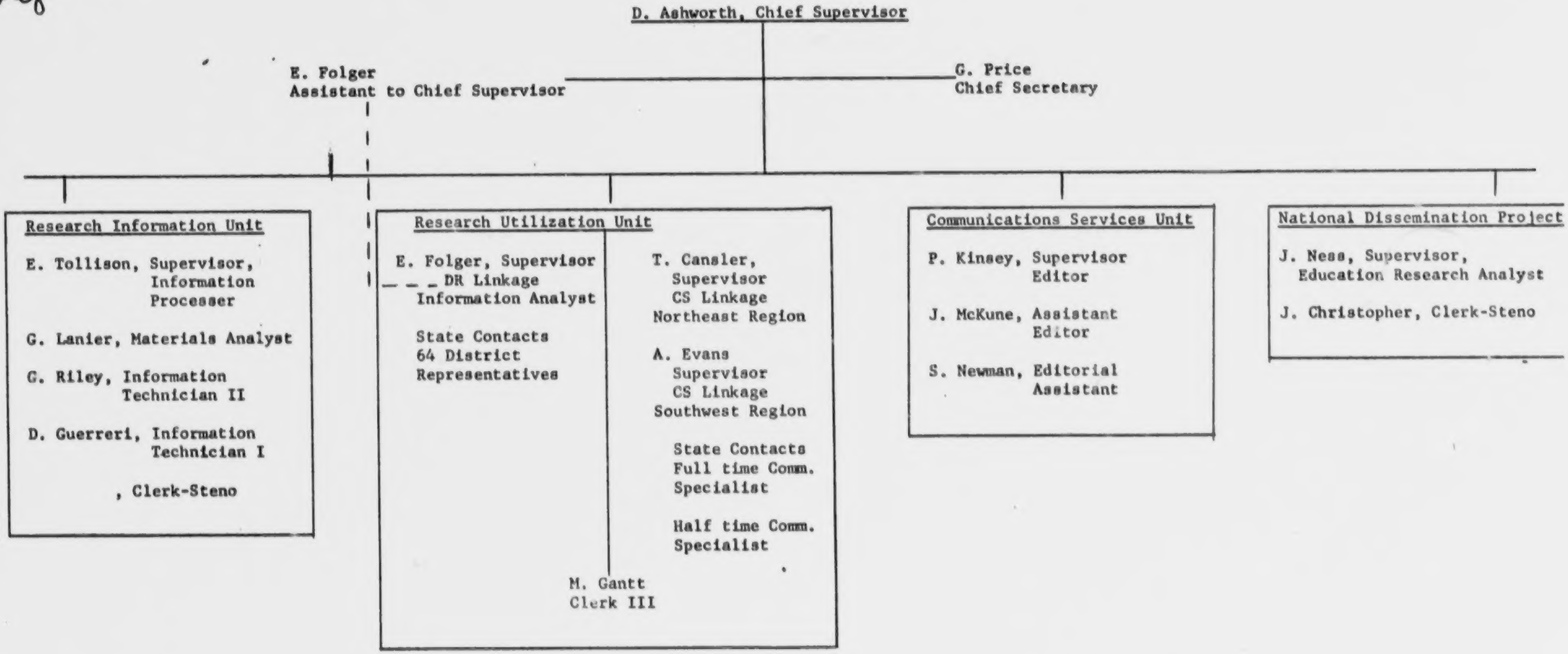
KANSAS-PC


KANSAS STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
ADMINISTRATION & FINANCE
Assistant Commissioner
FISCAL MANAGEMENT
SCHOOL FINANCE
STATISTICAL SERVICES
DATA PROCESSING
Departmental Services
PERSONNEL
INFORMATION
LEGAL
INSTRUCTION
Assistant Commissioner
CURRICULUM
TITLE II ESEA
ACCREDITATION, ELEMENTARY & SECONDARY SCHOOLS
SPECIAL EDUCATION
GUIDANCE & PERSONNEL
SCHOOL FOOD SERVICES
SCHOOL SAFETY SERVICES
TITLE I ESEA
CONTINUING EDUCATION
Assistant Commissioner
TEACHER EDUC. & COMMUNITY JUNIOR COLLEGES
TEACHER CERTIFICATION
SCHOLARSHIPS & STUDENT TEACHING
ADULT EDUC.
PROPRIETARY SCHOOLS
MEDIATION
KANSAS 76 PROJECT
DEVELOPMENT
Assistant Commissioner
PLANNING, EVALUATION & RESEARCH
DISTRICT ORGANIZATION
FEDERAL PROGRAMS
TITLE III ESEA
PROJECT COMMUNICATE
VOCATIONAL EDUCATION
Assistant Commissioner
AREA VOCATIONAL SCHOOLS
FEDERAL COORDINATION
BUSINESS OCCUPATIONS
MANPOWER DEVELOPMENT TRAINING
INDUSTRIAL EDUC.
VOCATIONAL AGRICULTURE
EXEMPLARY & SPECIAL NEEDS
VOCATIONAL HOME ECONOMICS
HEALTH OCCUPATIONS

Organizational structure & objectives

SC RIL

CENTER FOR RESEARCH UTILIZATION



D. Ashworth, Chief Supervisor

E. Folger
Assistant to Chief Supervisor

G. Price
Chief Secretary

Research Information Unit

- E. Tollison, Supervisor, Information Processer
- G. Lanier, Materials Analyst
- G. Riley, Information Technician II
- D. Guerreri, Information Technician I
- , Clerk-Steno

Research Utilization Unit

- E. Folger, Supervisor DR Linkage Information Analyst
- State Contacts 64 District Representatives
- T. Cansler, Supervisor CS Linkage Northeast Region
- A. Evans Supervisor CS Linkage Southwest Region
- State Contacts Full time Comm. Specialist
- Half time Comm. Specialist
- M. Gantt Clerk III

Communications Services Unit

- P. Kinsey, Supervisor Editor
- J. McKune, Assistant Editor
- S. Newman, Editorial Assistant

National Dissemination Project

- J. Ness, Supervisor, Education Research Analyst
- J. Christopher, Clerk-Steno

Immediate Unit supervision to accomplish assigned tasks is responsibility of "Head of Unit." Work assignments and personnel supervision is responsibility of Chief Supervisor in cooperation with the Director

July 1, 1972

AGREEMENT FOR SERVICES

SMERC sample Only

OFFICE OF
SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS

AGREEMENT FOR SERVICES

THIS AGREEMENT was made and entered into on the ____________ day of __________________, 19____, by and between [redacted] ____________________, [redacted] ________ County Superintendent of Schools, hereinafter referred to as the "County Superintendent," and the San Mateo County Superintendent of Schools, hereinafter referred to as the "Contractor";

WITNESSETH:

1. The Contractor, in accordance with Education Code Section 891.4, agrees to provide services for the County Superintendent as follows:

   a. Four major presentations on Educational Resources Information Center services and workshops in data bank areas.

   b. Computer and Research Analyst "on line" searches for any information in the field of professional education. This includes complete searches through Educational Resources Information Center, Fugitive Information Data Organizer, all major periodicals, journals, professional library and fugitive materials and newsletters.

   c. Free microfiche and photocopy reproduction to a maximum of 10 documents per search. (Photocopy of 20 pages per search). (Note: No RETURN OF DOCUMENTS requested.)

   d. A cumulative Fugitive Information Data Organizer (FIDO) catalogue with supplementary materials. (One copy per school for each issue.)

   e. Provide clerical and search assistance to receive community user requests.

   f. Locate any relevant materials anywhere in U.S. (assuming requester would pay for documents which carried a charge.)

g. Compile complete comprehensive searches for any qualified educator or group seeking assistance for school or district program. (Example: Flexible scheduling and individualized instruction for a school seeking possible change.)

h. Provide or assist on basic workshop organization (not funds) for areas within scope of ERC Data Banks (Drug Abuse, Conservation, Multi-Cultural, P.P. B. S., English as a Second Language, Innovation, Individualized Instruction, Designing Behavioral Objectives, Learning Activity Packages).

i. Provide microfilm and microfiche production/ reproduction services on any specific document a school district or regional agency wished to place in microform. (Example: Place a 5th grade multi-cultural curriculum guide on microfiche for national distribution).

j. Maintain a document bank of all local innovations that each county wished to submit for data bank control.

k. Representation on an advisory council for the Educational Resources Information Center.

2. For and in consideration of the services rendered, the County Superintendent agrees to pay the Contractor an amount based upon the following rates:

1972 ADA, plus base of $500.00 = Total [redacted].

In no event shall the total amount paid under this contract exceed the sum of [redacted].

3. All monies accruing to the Contractor from the County Superintendent under the terms of this agreement shall be payable as follows:

As billed.

4. The term of this agreement shall be from July 1, 1972, to and including June 30, 1973.

5. This agreement may be amended by the mutual consent of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Don F. Kenny
Superintendent of Schools
Riverside County

By______________________________

Date______________________________

____

____

By______________________________
Authorized Agent

J. Russell Kent
Superintendent of Schools
San Mateo County

INFORMS #128

Iowa
a place to grow

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M.A., Administrative Assistant
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

AGREEMENT BETWEEN
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
and
RESOURCE INFORMATION CENTER at GRAND FORKS, NORTH DAKOTA

This agreement is entered into by the Iowa Department of Public Instruction, hereinafter referred to as "DPI" and the Resource Information Center at Grand Forks, North Dakota, hereinafter referred to as "RIC". For the purpose of Consultative Services using Information Network funds from Fiscal Year 1972.

Authority: This agreement is made under the provisions of Chapter 283.1, Code of Iowa 1971 (Revised), wherein the DPI is authorized to apply for, receive, administer, and distribute federal assistance funds for the improvement of educational programs in the State and pursuant to the provisions and the regulations set forth by the United States Office of Education applicable to NCEC grant OEG-0-71-3725 under Title IV

Now therefore, the parties hereto do mutually agree as follows:

1. The RIC agrees to:
    a. Supply Project INFORMS with a program that will run with the ERIC magnetic tapes. This is to be provided on July 24-25, 1972.
    b. Install and demonstrate this program so that it is operating as efficiently as it does in the RIC local site.
    c. Conduct training session for INFORMS Staff.
    d. Maintain adequate records, prepare and submit to Project INFORMS a final report of expenditures by August 8, 1972.
    e. The total cost shall not exceed $700.00 as outlined in f and g below.
    f. The cost of travel for 2 individuals (Dr. Krahmer and Mr. Lee Brueni), lodging and meals for 3 individuals (indicated individuals plus Mr. Kent Horne) shall not exceed estimated $400.00.
    g. The cost of Consultative Services and Installation Charges shall not exceed estimated $300.00.

2. The DPI agrees to:
    a. Pay the amount not to exceed $700.00 on or before October 1, 1972 upon satisfactory completion of provisions in item 1 above.

ND RIC

Agreement Between Subcontractor and North Dakota State Department of Public Instruction

This agreement, made the 10th day of May, in the year Nineteen Hundred 72, by and between Resource Information Center, Incorporated, hereinafter called Subcontractor and the North Dakota Department of Public Instruction, hereinafter called Owner, establishes consideration hereinafter named and agreed to as follows, and that Subcontractor and Owner subscribe to said terms:

Article 1. Scope of Work - The Subcontractor shall provide services and materials necessary to provide:

1. Provision of five hundred searches at per search of ERIC, CIJE and/or other data bases as required in response to requests from educators employed by the elementary and secondary schools of North Dakota and by the Department of Public Instruction. A question will be added to the pink RIC search request form in order to ascertain those requesters who fall into these categories. Performance of searches in excess of five hundred will require a renegotiation.
2. Provision of an average of ten microfiche, twenty-five pages of duplicating from microfiche, or fifty pages of Xeroxing per search request. The maximum figures for any given search request will be thirty duplicate microfiche, seventy-five pages of duplicating from microfiche, or one hundred fifty pages of Xeroxing.
3. Preparation, printing, and mailing of eight issues of the RIC Newsletter to librarians, administrators and Department of Public Instruction staff.
4. Development of a second slide/tape presentation on utilization of educational information, and dissemination of both slide/tape presentations to all the multi-teacher elementary and secondary schools in the State, subject to a decision reached by the Department of Public Instruction.
5. Preparation, printing, and mailing of a series of monthly awareness literature summaries on critical topics identified by the Department of Public Instruction and clarified by means of a needs assessment. The Department reserves the right to review the list of writers and the summaries they prepare.

6. Assistance to districts involved in Title III projects by providing fifty percent of the acquisition cost of portable microfiche readers for placement in multi-teacher buildings.

7. Preparation of the 1972-73 monograph on Innovations in Education and printing of a thousand copies. The Department of Public Instruction reserves the right to review the monograph before publishing.

Article 2. Time of Completion - The work shall be substantially completed by June 30, 1973, with final report due on or before September 30, 1973.

Article 3. Subcontract Sum - The Owner shall pay the Subcontractor for the performance of the subcontract the sum of ______________________ dollars. __________

Article 4. Progress Payments - The Owner shall make payments on account of the subcontract as follows:

1st payment due October 30, 1972
2nd payment due February 28, 1973
3rd payment due September 30, 1973

Article 5. Subcontract Documents - Subcontractor will provide one hundred (100) copies of the completed subcontract, to be provided at the time of final payment.

Article 6. Revision of this subcontract may be made by mutual agreement of the contracting parties when modification in services and fees are deemed necessary, such modifications to become a part of this subcontract.

Article 7. This subcontract is subject to the following additional stipulation existing as of May 10, 1972 when the subcontract was signed.

This subcontract is subject to receipt by the North Dakota Department of Public Instruction of its anticipated budget for administration of Title III. Payments are subject to revision based on the number of searches for shich documentation is specified under Scope of Work, item 1. It is assumed that 165 searches will be performed the first and second contract periods and 170 the third period.

Subcontractor Edward J Krahmer

For Owner ______________________

ND RIC

CONTRACTING FOR INFORMATION SERVICES

Any consideration of contracting for information search services should take into account the following four activities; the average cost per activity as of July 1, 1972 being given in parentheses:

1. review and/or negotiation of search request and assignment of computer logic. ($4.00)
2. computer performance of search with printing of resumes for 100 hits. ($3.50)
3. limited professional review of search results. ($3.00)
4. provision of duplicate microfiche and journal articles; average of ten items. ($2.50)

Any combination of these activities can be performed by the Resource Information Center for the cost indicated. If the user desires a different degree of service under any activity, the cost will be adjusted accordingly.

Other services, such as inservice training or non-computerized information searching, will be available at actual cost.

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
117 WEST RIDGE PIKE CONSHOHOCKEN, PA 19428

AGREEMENT

INFORMATION AND DISSEMINATION SERVICES

WHEREAS, the Montgomery County Intermediate Unit has an operational information center known as Research and Information Services for Education (hereinafter Project R.I.S.E.),

WHEREAS, said Project R.I.S.E. is capable of providing services to other Intermediate Units interested in participation, and

WHEREAS, it has been agreed that any such Intermediate Units will reach a decision on whether or not to participate by May 15, 1972 for the period July 1, 1972 to June 30, 1973.

IT IS HEREBY AGREED THAT:

The following general services will be made available by Project R.I.S.E.:

A. One major presentation on R.I.S.E. services for target audience identified by I.U. and at a time mutually convenient to R.I.S.E. and the I.U.

B. Computer and/or manual searches for any information in the field of professional education. This includes complete searches through ERIC, major periodicals, journals, professional library and fugitive materials and newsletters. (See "Specific Services" below).

C. Free microfiche reproduction of any individual ERIC document. (Note: No RETURN OF DOCUMENTS requested).

D. Locating of any relevant materials anywhere in U.S. (assuming requester would pay for documents which carried a charge).

E. Maintenance of a document bank of all local innovations that each I.U. wished to submit for data bank control.

F. Continued training of I.U. Resource Utilization Specialist.

G. Single copies of all R.I.S.E. publications including state-of-the-art papers, research reviews, Title III project descriptions, etc.

H. R.I.S.E. newsletter highlighting network development, promising practices, etc.

I. Bibliographies and other supporting materials from conference related activities disseminated by R.I.S.E.

J. Monthly reports on R.I.S.E. services.

K. Catalog of R.I.S.E. searches (updated monthly).

L. Specific Services:

Minimum services listed in the R.I.S.E./I.U. Information Network incorporated herein by attachment.

That for the above services, the ______________________________

Intermediate Unit will reimburse Project R.I.S.E. on the following basis:

Intermediate Unit CLASS ____________________

Level of Service ____________________

Total Amount for Services ____________________

The Executive Director of ______________________________ Intermediate Unit hereby agrees to accept the Project R.I.S.E. services of the Montgomery County Intermediate Unit and will reimburse said Project R.I.S.E. on the following basis:

UPON RECEIPT OF INVOICE

______________________________ Executive Director Montgomery County Intermediate Unit	____________________ Date
______________________________ Project Director Project R.I.S.E.	____________________ Date
______________________________ Executive Director of ______________ Intermediate Unit	____________________ Date

R.I.S.E./I.U. Information Network
Schedule of Services

Period of July 1, 1972 to June 30, 1973:

General: Each Intermediate Unit wishing to participate in the network for this period will enter into an agreement with Project R.I.S.E. Each Intermediate Unit will be invoiced quarterly for 1/4 of the total cost of the agreement, or upon request, will be invoiced for the full fee at the beginning of the service period.

CLASS	COSTS BY LEVEL OF SERVICES (12 Months)		
	I	II	III *
A (0 to 45,000)	500.00	1,000.00	1,500.00
B (45,000 to 80,000)	750.00	1,500.00	2,250.00
C (80,000 to 120,000)	1,000.00	2,000.00	3,000.00
D (over 120,000)	subject to individual negotiation	→	→

CLASS: This differentiation of costs by pupil enrollment (K-12) is based on three premises: (a) potential impact on larger number of students of any services rendered by an Intermediate Unit; (b) more students mean more staff; consequently, a greater number of requests may be expected from the larger Intermediate Units; (this experience has been documented in at least two other state-wide information centers in California and Colorado), (c) ability to pay.

Levels of Services:

Prefatory Note: Costing of information services is a complex task. This initial design is based on extensive analysis of R.I.S.E. services over the past four years in a two-county area. Though some direct costs per unit of service (response) are possible (to determine) overhead and administrative costs of operating a state-wide network are not available at this time. For example, the cost of acquisition and maintenance of the information base (the library) is not divisible over the responses in a given period of time because of its incremental and value-added factors. Furthermore, efficiency of operation, and we believe quality of response has improved steadily with experience; new technology (computer searching, both on-line and batch process) may significantly reduce the cost per search and speed of response. However, without extensive data in these areas, agreements entered into for this initial year are best based upon known cost factors. Therefore, the following desciptions of service levels are based on minimum service. It is anticipated that these minimums will be exceeded even during the first year of operation.

* Level III Intermediate Units are strongly encouraged to provide microfiche reader/printer capability and acquisition of portable microfiche reader(s) for possible loan to constituent users. Lack of such equipment will limit efficient use of microfiche and thus curtail depth of output because of hard-copy costs.

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Definition of Service Format

READY REFERENCE

A ready reference is defined as a response requiring brief reviews of current pertinent documents, bibliographic information, or other services which can be handled in a day. A ready reference may evolve into a different mode of response depending on the complexity of the request. The requester would be informed and consulted on such a change of status.

SELECTIVE RESPONSE

In the selective response mode, the requester may select a maximum of ten articles from bibliographies of previous R.I.S.E. searches. If more than ten articles are desired, a charge of ten cents per page will be made.

DUPLICATE SEARCHES

Complete duplicates of previous R.I.S.E. searches may be requested. These are subject to minimum quantity level controls as set forth in the agreed upon service contracts.

SEARCHES

Original searches (both computer and manual) of a comprehensive nature will be provided by R.I.S.E. on significant educational topics. Search intensity levels will be determined by R.I.S.E. upon receipt of a properly negotiated R.I.S.E. request form from the Resource Utilization Specialist of the Intermediate Unit. The search requests are subject to minimum quantity level controls as set forth in the agreed upon service contracts.

LEVEL I - Minimum services will include:

- unlimited bibliographies of completed searches.
- one selected response/month.
- one duplicate search/month.

LEVEL II - Minimum services will include:

- unlimited bibliographies of completed searches.
- two selected responses/month.
- one duplicate search/month.
- one original search.

LEVEL III - Minimum services will include:

- unlimited bibliographies of completed searches.
- unlimited selective responses.
- one duplicate search/month.
- one original search/month.

Conditions:

1. Should circumstances permit, participating Intermediate Units may negotiate with R.I.S.E. on an individual case basis to convert one form of service response for another. That is, an Intermediate Unit operating at Service Level II may ask that it trade off a number of Duplicates for one Original Search. Initially, the conversation rate will be as follows:

   1 Search in Depth (Original Search or Update) = 4 Duplicates
   = 20 Selected Responses.

2. By January 1 of 1973, R.I.S.E. will re-assess the cost factors based on the first six months of experience and make interim adjustments in minimal service levels.

3. R.I.S.E.'s response to individual requests will be ordered according to date of receipt of appropriately completed request forms and in such a manner as to assure Intermediate Units of their minimum service on a monthly basis. However, if, in any given month, all minimum service levels have been met, additional requests shall be responded to on a first come, first serve basis. If a backlog develops, a screening committee shall automatically convene to rank searches in priority.

4. R.I.S.E. encourages each Intermediate Unit to develop its own procedures for establishing priority of requests coming from its constituents and requests that should such a policy be established, a copy be filed with R.I.S.E.

5. Districts may contract with R.I.S.E. for services beyond the levels established by the Intermediate Unit, but such special contracts must be negotiated through the cognizant RUS and R.I.S.E. R.I.S.E. reserves the right to limit the number of such special contracts.

6. R.I.S.E. reserves the right to reject requests which are beyond the scope of services such as interpretation of legal matters, judgements on programs, etc. However, R.I.S.E. will assist when possible in the referral of such requests to appropriate agencies.

7. Policy on handling of controversial issues will be determined by individual RUS/Intermediate Unit.

8. Services to be rendered by R.I.S.E. under the agreement which shall begin July 1, 1972 will be cumulative on a quarterly basis, i.e. for a Level III agreement, if no search is requested in July or August, three searches may be requested in September. However, when this occurs, turnaround time will not be as rapid as if each were requested on a monthly basis.

9. Intermediate Units which have not agreed to contract with R.I.S.E. for 1972-73 by July 1, 1972, will subsequently have the right to join the network at a later date. However, they will be expected to pay the original agreement amounts.

10. If an Intermediate Unit refuses participation in the network, R.I.S.E. will be free to contract with individual districts in that Intermediate Unit.

Future Differentiated Response Formats:

It is anticipated that new response modes shall be developed over the next 18 months. These may include ready reference, ERIC/CIJE batch computer searches only, annotated bibliographies, curriculum resource packets, state-of-the-art papers, and pre-packaged general awareness packets. As these response forms are developed, piloted and evaluated, the range of services available to Intermediate Units will increase.

Conclusion:

A truly effective educational information service network must ultimately be judged by its users. It must operate as a client-centered activity. Participating Intermediate Units will be asked to aid in the guidance as well as the support of this network.

Final Note:

It is the intent of R.I.S.E. to attempt to provide some form of response to any request coming from any participating Intermediate Unit, regardless of class, as long as resources exist.